



## LESSON PLAN

**Level:** Grades 6 to 9  
**About the Author:** MediaSmarts

# Online Marketing to Kids: Strategies and Techniques



This lesson is part of USE, UNDERSTAND & CREATE: A Digital Literacy Framework for Canadian Schools: <http://mediasmarts.ca/teacher-resources/digital-literacy-framework>.

## Overview

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This lesson introduces students to the online marketing techniques that are used to target children on the Internet. It begins with a guided discussion about the similarities and differences between traditional marketing methods and online advertising and why the Internet is such a desirable medium for advertisers to reach young people. Student activities include a survey of the marketing techniques used on several commercial websites for children; the creation of a commercial website for kids that incorporates common marketing strategies; and an analysis of case studies about online marketing to young people.

## Learning Outcomes

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Students demonstrate:

- an awareness of the format and structure of online advertisements
- an awareness of the differences between television advertising and Internet marketing
- an understanding of their own reactions, as consumers, to these ads

## Preparation and Materials

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Photocopy the student handouts:

- *Kids for Sale: Television versus the Internet*
- *Advertising Strategies*
- *Online Marketing Strategies*
- *Online Marketing Worksheet*
- *Top 15 Most Popular Kids' Websites*

Arrange for Internet access for Activities 1 and 2



For Activity 3, photocopy the case studies: *Pat's Story: Making Friends with Wallaby* and *Jessica's Story: Co-Co's Choco World* to give to students. For yourself, download the analyses of these case studies *Between the Lines: Analyzing Pat's Online Experience* and *Between the Lines: Analyzing Jessica's Online Experience*.

For Activity 4, have on hand art supplies such as bulletin boards, scissors, magazines, paint, glue sticks and magic markers.

## The Lesson

### Day One

Begin by asking your students to share product jingles, slogans or ad campaigns they remember. Ask them:

- What are the sources of these ads? (ie, magazines, television, radio)
- Which, if any, of these advertisements do they think they will remember years from now? (Teachers might like to share some jingles or ads from their childhoods, as examples of how ads can be ingrained into our consciousness.)
- What elements make these ads so powerful?

Distribute and discuss the student handout *Marketing to Teens: Advertising Strategies*. Discuss these traditional marketing methods and encourage students to think of examples. Other advertising strategies such as the use of prizes, contests and give-aways might also be discussed.

All of us have experienced advertising -- on television, in films, on billboards, on the radio and in magazines. But in the past few years, a whole new medium has emerged that is unlike any other in its ability to target and engage consumers.

Distribute and discuss the student handout *Kids for Sale: Television versus the Internet*. Ask students:

- Have they noticed any of the differences that have just been discussed?
- What kinds of advertisements have they noticed online? (Ask them to record these points for later reference.)
  - Do they sometimes see references to products online that they either don't think or aren't sure are advertisements (references in posts, photos or videos by friends or celebrities, for instance)?
- Discuss the concept of "flow-state," that mental state we enter when we become totally absorbed in an activity such as surfing online or playing a video game. Researchers have found that when we enter this state of mind, we become extremely receptive to the messages and images that we encounter.
  - What advantages does this phenomenon offer marketers? (ie., they can sell us their products without our being aware that we are being sold to.)
  - What challenges does this flow state pose to marketers? (ie., they have to create ads that capitalize on, but don't interrupt, the user's flow-state.)

Ask students to review *Kids for Sale: Television versus the Internet* for the next class. For homework, ask them to list other factors that make the Internet an attractive medium for marketers who are trying to target kids.



## Day Two

Take up answers to the question "what other things make the Internet an attractive medium for marketers who are trying to target kids?" Answers may include:

- going online is a popular kids' activity
- often kids go online without adult supervision
- kids today have tremendous spending power and influence in household spending
- kids tend to accept much of the information that they see on the Internet at face value. They may not have the experience or knowledge to question the information and activities they find online

Distribute and discuss the *Online Marketing Strategies* handout. Ask students if any of them have encountered these strategies online. How does online marketing utilize and enhance the traditional marketing strategies that you discussed previously? Ask students to reflect on this and make a journal entry about their observations.

Activities for this lesson include a selection of online, computer and non-computer exercises.

### Activity 1: Online Survey of Commercial Sites for Kids

*Internet access required*

- Distribute the *Online Marketing Worksheet* to students.
- Divide the class into groups.
- Assign each group five website addresses from the *Top 15 Most Popular Kids' Websites* (or sites suggested by students that have been vetted and approved by the teacher). *Note: Several of these sites are social networks which require accounts to access. For privacy reasons, you may wish to create "dummy" accounts for these ahead of time. This will also allow you to show students the effects of Liking or following different brands.*
- Using the checklists, have each group record the marketing methods that are used on these sites and report their findings to the class.
- Ask each group to rank their sites based on how much commercial content they have and how responsible they are in their privacy and marketing practices.

### Activity 2: Sample Kids' Site

*Internet access required*

- Divide the class into groups.
- Each group assumes the role of a company that wants to build a commercial website aimed at children.
- Using html skills or a web page design program such as DreamWeaver or [Google Drive](#) have students create a mock webpage with "kid appeal" for their company or product. This page will incorporate the online advertising methods they have studied in class. (Students may want to look at some children's websites from the *Top 15 Most Popular Kids' Websites* for ideas.)



- This assignment includes the production of a mock web page and a written "Site Plan" outlining:
  - the target audience of the site
  - the advertising methods selected to appeal to the target audience
  - why these particular methods have been selected
- Each group will present its "site" to the class, and submit its "Site Plan" to the teacher.

### Activity 3: Marketing Analysis

*No computer needed*

- Let students choose one of the case studies *Pat's Story: Making Friends with Wallaby* or *Jessica's Story: Co-Co's Choco World*.
- Students are to read their chosen case study and write a two-page analysis of the marketing methods used to appeal to a particular target market, in these cases: boys ages 11 to 15 and children ages 5 to 9. In their analysis, students should also note any issues that emerge from these case studies.
- Once student analyses have been submitted, review *Between the Lines: Analyzing Pat's Online Experience* and *Between the Lines: Analyzing Jessica's Online Experience*.

### Activity 4: Sample Kids' Site

*No computer needed*

- Divide the class into groups.
- Each group assumes the role of a company that wants to build a commercial website for children.
- Using the online advertising methods they have studied, students will create a mock-up of a web page with "kid appeal" for their company or product. The mock-up should be presented on bulletin boards in order to visually illustrate how the site would appear on the Internet.
- This assignment includes production of a mock web page and a written "Site Plan" outlining:
  - the target audience of the site
  - the advertising methods selected to appeal to the target audience
  - why these particular methods have been selected
- Each group will present its "site" to the class, and submit its site and "Site Plan" to the teacher.

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Regarding the spending power of kids to influence family spending, teachers might like to offer these statistics to students as food for thought:

According to the 2008 *YTV Kids and Tweens Report*, kids influence:

- Breakfast choices (97% of the time) and lunch choices (95% of the time).



- Where to go for casual family meals (98% of the time, with 34% of kids always having a say on the choice of casual restaurant).
- Clothing purchases (95% of the time).
- Software purchases (76% of the time) and computer purchases (60% of the time).
- Family entertainment choices (98% of the time) and family trips and excursions (94% of the time).
- Canadian tweens also spend \$2.9 billion of their own money each year, mostly on things like movies, food and clothes.<sup>1</sup>

1 Poulton, Terry. " 'Kidfulness' on family spending strong: YTV Report." *Media in Canada*. February 22, 2008.



## Kids for Sale: Television versus the Internet

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How is the Internet different from television?

Consider these points:

- The Canadian television industry has standards for advertising to children. Advertisers may not pressure or mislead children; they are not allowed to exaggerate product characteristics; they can't directly urge children to buy a product or service, or ask their parents to buy it for them; and advertising alcohol and tobacco products to minors is forbidden.
- Internet advertising is largely unregulated, and knows no national boundaries. In other words, almost anything goes!
- Television advertising engages children only as passive consumers who just watch and listen.
- The Internet engages children interactively, allowing them to react to the content provided by the marketer and participate in online environments.
- TV advertisers purchase time slots between TV shows, which they select because they hope their product or service will appeal to the same audience the programs attract.
- On the Internet, corporations create their own programming. They build entire online environments to create associations with their own products, to establish brand loyalty, and to collect information about their present and future customers.
- Advertising on television has a certain "look and feel," which children quickly learn to recognize. The sound level even goes up when a commercial comes on.
- Internet marketing is so blended into the content of a website that the lines are blurred between advertising, entertainment and information.
- Traditional marketing tools such as Nielsen surveys may give advertisers a general idea of their audience profile, in terms of age and maybe gender. But individual children are anonymous.
- Internet marketers are able to collect data about specific users, through the use of online registration forms, quizzes and surveys, likes and shares - or through computer "cookies," electronic tattletales that track where kids surf, how long they stay there, and what they download.



## Marketing to Teens: Advertising Strategies

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Advertisers have many methods to try and get you to buy their products. Lots of times, what they are selling is a lifestyle, or an image, rather than the product. Here are some tricks of the trade.

**Ideal Kids (or families)** - always seem perfect. The kids are really hip looking, with the hottest fashions, haircuts and toys. Ideal families are all attractive and pleasant looking -- and everyone seems to get along! Ideal kids and families represent the types of people that kids watching the ad would like themselves or their families to be.

**Family Fun** - a product is shown as something that brings families together, or helps them have fun together; all it takes is for Mum or Dad to bring home the "right" food, and a ho-hum dinner turns into a family party.

**Excitement** - who could ever have imagined that food could be so much fun? One bite of a snack food and you're surfing in California, or soaring on your skateboard!

**Star Power** - your favourite sports star or celebrity is telling you that their product is the best! Kids listen, not realizing that the star is being paid to promote the product.

**Bandwagon** - join the crowd! Don't be left out! Everyone is buying the latest snack food: aren't you?

**Scale** - is when advertisers make a product look bigger or smaller than it actually is.

**Put Downs** - when advertisers put down their competition's product to make their own product seem better.

**Facts and Figures** - when advertisers use facts and statistics to enhance your product's credibility.

**Repetition** - advertisers hope that if you see a product, or hear its name over and over again, you will be more likely to buy it. Sometimes the same commercial will be repeated over and over again.

**Heart Strings** - ads that draw you into a story and make you feel good, like the McDonalds commercial where the dad and his son are shovelling their driveway and the son treats his poor old dad to lunch at McDonalds when they are done.

**Sounds Good** - music and other sound effects add to the excitement of commercials, especially commercials aimed at kids. Those little jingles, that you just can't get out of your head, are another type of music used to make you think of a product. Have you ever noticed that the volume of commercials is higher than the sound for the program that follows?

**Cartoon Characters** - Tony the Tiger sells cereal and the Nestlé's Quick Bunny sells chocolate milk. Cartoons like these make kids identify with products.

**Weasel Words** - by law, advertisers have to tell the truth, but sometimes, they use words that can mislead viewers. Look for words in commercials like: "Part of..." "The taste of real...." "Natural...." "New, better tasting....." "Because we care..." There are hundreds of these deceptive phrases -- how many more can you think of?

**Omission** - where advertisers don't give you the full story about their product. For example, when a Pop Tart claims to be "part" of a healthy breakfast, it doesn't mention that the breakfast might still be healthy whether this product is there or not.

**Are You Cool Enough?** - this is when advertisers try to convince you that if you don't use their products, you are a nerd. Usually advertisers do this by showing people who look uncool trying a product and then suddenly become hip looking and do cool things.

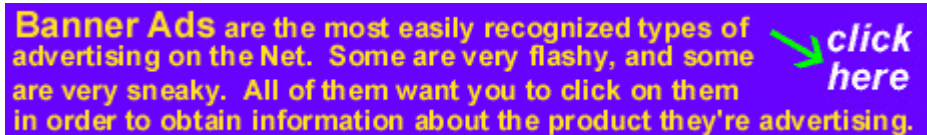


## Online Marketing Strategies

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Online advertisers use many methods to try and get kids to buy their products. Often, they blend advertising with activities and games on the Internet so that kids don't even recognize that they're being sold to. Next time you're on a commercial kids' site, see if you can spot any of these techniques.

Some marketing techniques, like Banner Ads, are pretty obvious:



Others are more subtle.



Imagine a giant commercial that kids can enter, where they can talk and play with products and product spokescharacters. Imagine a commercial that gives marketers access to information about specific kids, including their inner-most dreams and desires. This is what the Internet offers advertisers through commercial websites.



Here are some of the methods used by advertisers to involve kids with their products:

The creation of virtual environments that make kids feel as if they are entering an actual place.

Look for words like *world*, *village*, *town*, *clubhouse*, and *planet*. Companies want children to feel that this is not a commercial - it's a special world that's been created just for them. Some websites ask children to submit their names before entering a site, in order to provide them with personalized greetings when they return.





Friendly, cartoon "spokescharacters" that encourage kids to identify with products and companies. Advertisers are hoping that brand recognition at a young age will evolve into life-long brand loyalty.

Interactive games and activities like colouring pages, crossword puzzles and word searches featuring brand-name products and their spokescharacters.

Traditional advertisements don't work on the Internet, so advertisers seamlessly blend advertising content with games and activities.

Downloadable screensavers featuring products and spokescharacters, or email "postcards" that can be sent to other kids via the commercial website (The company that owns the website can now add these additional addresses to its database). Clubs that kids can join and contests they can enter to win prizes. (Many of the prizes that are offered feature product logos, slogans or characters.)

Often, kids are asked to give out personal information like their names, email and home addresses, phone numbers and preferences before they can join clubs, enter contests or play games. This gives marketers the ability to solicit kids through email, build user profiles of kids who visit the site, sell information about kids to third parties and make the advertising on their website even more effective!

Marketers make heavy use of social networks to advertise to kids. They often offer premium content or a personal connection to the brand (or a celebrity they've partnered with) in exchange for a "Like" – but that Like can give them access to all your personal information and a connection to your friends, too.

In fact, the biggest prize for online marketers is the "viral" ad campaign. That's where **you** and your friends do the work of advertising for them, by sharing links, Likes and hashtags that sell the product to your friends with the ultimate endorsement – yours!

**The bottom line? Recognize when you're being sold to. Commercial sites are lots of fun, but they exist to make money. When you visit commercial kids' sites, see how many online marketing methods you can spot.**



## Online Marketing Worksheet

Print five website addresses in these spaces:

<b>Descriptors</b>					
Words and images that make a website feel as if it is a real place that kids can enter and belong to.					
Friendly, cartoon "spokescharacters" that encourage kids to identify with products and companies.					
Interactive games and activities like colouring pages, crossword puzzles and word searches featuring brand-name products and their spokescharacters.					
Downloadable screensavers featuring products and spokescharacters or email "postcards" that can be sent to other kids via the commercial website.					
Clubs that kids can join and contests they can enter in to win prizes. (Note the sorts of prizes kids can win.)					
Banner ads linking to other commercial websites or product information.					
Requests for kids to send in the email addresses of friends, so that they can win a prize too.					
<b>Indicators of a responsible commercial website</b>					
Advertisements are clearly identified.					
The site does not advertise unhealthy food choices aimed at children.					
Parents and children are clearly informed of the commercial nature of the website.					
Partners and sponsors are prominently listed.					
The site contains a clearly-stated Privacy Policy.					
The Privacy Policy requires parents to give their consent before collecting any information from kids.					
The site adheres to self-regulatory guidelines of the Children's Advertising Review Unit or the Canadian Association of Internet Providers.					
The site notifies you if you're being redirected to another site.					

Compare the sites you have visited and discuss which you consider to be the more desirable Internet environments for kids.

Our thanks to Gloria Antifaiff for creating this worksheet from our **Online Marketing Checklist**

## Top 15 Most Popular Kids' Websites

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According to MediaSmarts' 2015 study *Young Canadians in a Wired World*, here are the top 15 websites among Canadian students in grades 7-11:

1. YouTube  
(<http://youtube.com>)
2. Facebook  
(<http://www.facebook.com>)
3. Twitter  
(<http://www.twitter.com>)
4. Google  
(<http://www.google.com>)
5. Tumblr  
(<http://www.tumblr.com>)
6. Instagram  
(<http://www.instagram.com>)
7. Wikipedia  
(<http://www.wikipedia.org>)
8. Miniclip  
(<http://www.miniclip.com>)
9. Pinterest  
(<http://www.pinterest.com>)
10. Hotmail  
(<http://www.hotmail.com>)
11. Reddit  
(<http://www.reddit.com>)
12. Netflix  
(<http://www.netflix.com>)
13. Minecraft  
(<http://www.minecraft.net>)
14. NHL  
(<http://www.nhl.com>)
15. Minecraft  
(<http://www.minecraft.net>)



## Pat's Story: Making Friends With Wallaby

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Pat, a 13 year old, is in his room when he sees that his 15-year-old cousin Charlie has shared a link to a video, with the heading "Everybody vote for my Where's My Wallaby video!" Pat follows the link and finds a video Charlie has posted in which he skateboards through an obstacle course to get to a bottle of Wallaby beer. In the comments under the video, Charles has posted "Check out my entry in the Where's My Wallaby video contest and vote for me at [www.wheresmywallaby.ca](http://www.wheresmywallaby.ca) #wheresmywallaby". Pat follows the link to the contest site and sees hundreds of videos that people have made to enter the contest. The prize is an all-expense-paid trip to the X Games. According to the site rules you have to be legal drinking age to enter the contest, but the site seems to include any video that is posted with the hashtag #wheresmywallaby, and some of the videos have gotten hundreds of votes and thousands of views. Just entering the contest lets you download a ringtone of the man shouting "Where's My Wallaby?" from the TV commercial.

Pat spends a while watching the videos, which are mostly full of skate tricks, then clicks on the button to vote for Charlie's video. The contest site then asks Pat to sign in with his Facebook account. (Though he doesn't know it, the contest site checks the age listed on his Facebook account to make sure he's of legal drinking age: because he lied about his age to sign up for Facebook when he was 12, it thinks he's old enough and lets him go on.) After he's voted for Charlie's video he's invited to Like the Wallaby Beer page: when he does, it shows him all of his friends that 'Like' it too – it seems a lot of them do! – and suggests that he share the link to Charlie's video with them and suggest that they vote for it.

Pretty soon ads for Wallaby beer start appearing in his Facebook feed, along with links sponsored by Wallaby beer to articles about skateboarding and other extreme sports, as well as things like "Where's My Wallaby?" games and quizzes. He also starts getting ads for other kinds of beer, too, though he never did before. Pat doesn't really care, though. He's too busy thinking about the skate tricks that he's going to do in *his* Where's My Wallaby video...

Now, let's take a closer look at the marketing strategies targeted at kids like Pat.

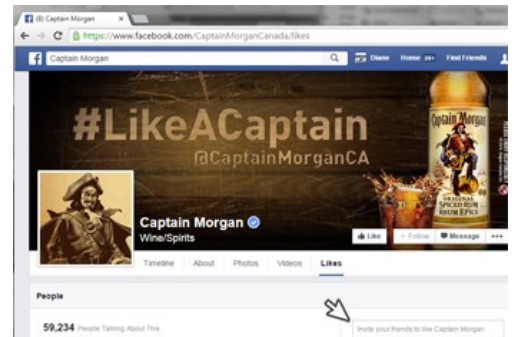


## Between the Lines: Analyzing Pat’s Online Experience

Pat’s online experience is not unusual.

The Internet provides teens with easy access to adult material. Sometimes kids access it from teen environments containing adult-oriented links and activities; in other instances, adult-oriented sites actively target teens and send them on to blatantly adult, pornographic sites. As we saw from Pat’s experience, techniques for blocking access to underage users are easy to bypass – sometimes even without meaning to!

Marketers create pages and profiles on sites such as Facebook and Twitter for their brands, mascots and ad campaigns. These let marketers connect with consumers and form personal relationships with brands. Alcohol companies have taken advantage of this, creating profiles for brands such as Captain Morgan and creating “apps” that let Facebook users interact with their products. Getting kids to ‘Like’ alcohol brands can also make them think that more of their friends drink than really do – which can make them more likely to start drinking.



As well, when users Like a corporate page, or add an advergame to their profile, they allow those companies complete access to their personal information. In MediaSmarts’ 2014 *Young Canadians in a Wired World* survey, although a majority of students (66%) say they had been taught about how companies collect and use their personal information, 39 percent agree with the statement “Companies are not interested in what I say and do online.”

When viral videos are forwarded to friends through email or cell phones they can end up being viewed millions of times. Marketers, hoping to cash in on the viral phenomenon, are increasingly using them to reach youth. The focus of most video ads is humour and entertainment, and the branding is often subtle.

Young people are not only avid viewers of online videos, they’re also creators – so marketers encourage them to use their talents to make videos about their favourite brands. This not only gives corporations free promotion, but also produces a new generation of “brand advocates.” For example, the “Doritos Crash the Super Bowl Contest” invited consumers to create their own commercial for Doritos tortilla chips. More than six thousand video ads were submitted in 2012, with the winning commercial receiving more than two million views.



The *Where’s My Wallaby* online ad campaign incorporates a number of online marketing strategies designed to appeal to young people. They include:

- **Glorification of youth culture:** hip language, humour and goodies such as downloadable audio clips, profiles of young celebrities, and hyped-up information about company-sponsored music and sports events.
- **"Bells and whistles":** bold graphics and animation; interactive games; contests; and branded merchandise, such as promotional screen savers, games, and ring tones to send to friends.

- **Collection of personal information:** Through social networks, quizzes and surveys, companies gather and use personal information to create individualized messages, develop site content, and deliver targeted advertising. When you log in to a site using your social network profile, all of the personal information you've provided to the social network – and the personal information of your friends whom you're connected to on the social network – is available to the site. This information is sometimes sold to third parties.
- **Viral campaigns and “friendvertising”:** The Internet makes it easy to pass things on to friends. Most social networks are set up to encourage users to share content (some that are popular among Canadian teens, like Tumblr, Pinterest and Wanelo, are organized almost entirely around sharing.) Hashtags like #wheresmywallaby make it easy for viral campaigns to spread across social networks as well.



## Jessica's Story: Co-Co's Choco World

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Eight-year-old Jessica is eating her breakfast when she notices that her box of Co-Co's Choco Crunch has a code on the back that will let her download the Choco World app. She asks her mother if she can use the code to download the app to her mom's tablet.

Mom, who considers herself a savvy surfer, checks out the site's privacy policy before letting Jessica continue:

*Choco World follows the FTC guidelines for compliance with the Children's Online Privacy Protection Act and Rule. Verifiable parental permission is required prior to the collection of any personal information. Amalgamated Foods, Inc. collects personal information on a voluntary basis only.*

*Personal information posted to the Choco World site becomes our property. It is used for internal purposes only, such as marketing and research, and will not be sold to third parties. Choco World offers an "opt-out" feature that allows you to remove your and/or your kids' email address from our files at any time.*

*Choco World also uses "cookie" technology to obtain non-personal information. This technology helps us track visitors to our site in aggregate form. We do not use this technology to extract specific information on an individual or to contact you, and we do not generally sell this information to third parties. Cookies allow us to update and improve the site for our visitors.*

Satisfied, she completes the parental permission form and then leaves Jessica to it.

Jessica is mesmerized by the virtual playground filled with stars from the Co-Co's Choco Crunch commercials. They invite her to colour pictures, play games, make her own comics with the characters, and tour their "Choco World" to visit the people and shops.

Jessica uses the comic maker on the site to make a comic about Choco Crunch. When she's done the site asks her if she wants to share it with her friends by giving their email address. Jessica's mom has told her not to share anyone's email address, so she decides not to.

Then she tries the Cereal Mixer game. It's a fun and colourful game where she gets to pick different kinds of cereals and mix them with ice cream and other delicious things to make recipes she can share with her friends by email.

When she's finished she tries to play the Mr. Monkey's Cereal Surprise game, a tie-in with the new Mr. Monkey movie, but the app tells her she needs more Choco Points. The only way she can get Choco Points are by sharing things she's made (like her comic and her Cereal Mixer recipe) with friends or by filling out surveys. She decides to fill out a survey and answers questions like her name, her age, her email address and her favourite foods and TV shows. Now she has enough Choco Points to play the Mr. Monkey game. When she's done, she's really excited to see the new movie.

Jessica visits Choco World a lot for the next week or so and then loses interest. A few weeks after the last time she uses the app, she gets an email from Choco World: they're giving her fifty "Welcome back" Choco Points because they used her survey to help pick the new Choco Crunch flavour, Mint Choco Crunch, and they've just rolled out a new game – "Escape from Choco Mansion." She decides to check out what's new at Choco World and also to ask her mom to get the new cereal flavour the next time she goes shopping.

Now, let's take a closer look at the marketing strategies targeted at kids like Jessica.

## Between the Lines: Analyzing Jessica's Online Experience

The online environment Jessica visits is fairly typical of the virtual playgrounds – both apps and websites – designed for kids. The following are common online strategies used on sites for young children:



- **Cross-marketing:** Companies team up to create huge merchandising bonanzas. In this case, we saw an entertainment company (Mr. Monkey) and a breakfast cereal (Co-Co's Choco Match) join forces.
- **Bells and whistles:** Site designers attract kids with bold graphics and animation; interactive games; contests; and branded merchandise, such as online movie and comics makers, promotional screen savers, tee-shirts, and email postcards. Jessica encountered many of these marketing strategies.
- **Brand characters:** The promotion of brand characters, animated spokescharacters or animals is an effective marketing tool that helps build strong brand awareness and attachment to a product. Remember, Jessica recognized the characters on the Co-Co's Choco Crunch website from TV.
- **Premium content:** A lot of sites manipulate kids into giving up personal information by making them enter surveys or contests to be able to access some of the games and other activities. Other sites start out free but make you pay real money for premium content.
- **Loyalty programs:** Kids' apps and websites keep careful track of when you use them and when you leave. (Some even use track where you go online when you leave.) If you haven't visited in a while, they'll offer a reward to bring you back.



Jessica's mother did the right thing to read the privacy statement beforehand. But let's take another look at some key points in this statement:

*We adhere to the FTC guidelines for compliance with the Children's Online Privacy Protection Act and Rule.*

**Read:** According to this legislation, websites must disclose their information gathering practices from children under the age of 13. But this legislation doesn't regulate marketing practices, so we can market our products to your child as aggressively as we wish.



Personal information posted to the Choco World site becomes our property. It is used for internal purposes only, such as *marketing and research and will not be sold to third parties.*

**Read:** It's our property and we'll use this information to sell Choco World products. Don't be surprised if your child receives promotional email from us.

*Choco World offers an "opt-out" feature that allows you to remove your and/or your kids' email address from our files at any time.*

**Read:** It's up to you to withdraw your child's name from the Choco World mailing list.

*Choco World also uses "cookie" technology to obtain non-personal information. This technology helps us track visitors to our site and analyze it in aggregate form ...'Cookies' allow us to update and improve our site for our visitors.*

**Read:** Thank you for visiting our site and providing us with information we obtained from a file on your hard drive -- specifically the places on our site you visited and how long you stayed. This information enables us to target our market much more effectively.

In the end, Jessica is one of hundreds of children to receive an email message promoting Co-Co Crunch's new flavour and their exciting new game.

## Assessment Task: Mock Website

	<i>Learning Expectations</i>	<i>Achievement</i>
<p><b>Use</b></p> <p>Skills and competencies that fall under “use” range from basic technical know-how – using computer programs such as word processors, web browsers, email, and other communication tools – to the more sophisticated abilities for accessing and using knowledge resources, such as search engines and online databases, and emerging technologies such as cloud computing.</p>	<p>experience texts from a variety of genres and cultural traditions; discuss likes and dislikes for a variety of texts</p> <p>identify habits and behaviours (e.g. excessive screen time or video game usage, smoking) that can be detrimental to health and explain how people can be encouraged to adopt healthier alternatives</p>	<p>Insufficient (R);</p> <p>Beginning (1);</p> <p>Developing (2);</p> <p>Competent (3)</p> <p>Confident (4)</p>
<p><b>Understand</b></p> <p>Understand includes recognizing how networked technology affects our behaviour and our perceptions, beliefs and feelings about the world around us.</p> <p>Understand also prepares us for a knowledge economy as we develop information management skills for finding, evaluating and effectively using information to communicate, collaborate and solve problems.</p>	<p>identify language and visual images that create mood and evoke emotion in a variety of oral, print and other media texts and the rights he/she has as a creator</p> <p>identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience</p> <p>identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text and suggest how the text might change if a different point of view were used</p>	<p>Insufficient (R);</p> <p>Beginning (1);</p> <p>Developing (2);</p> <p>Competent (3)</p> <p>Confident (4)</p>



	<i>Learning Expectations</i>	<i>Achievement</i>
<p><b>Create</b></p> <p>Create is the ability to produce content and effectively communicate through a variety of digital media tools. It includes being able to adapt what we produce for various contexts and audiences; to create and communicate using rich media such as images, video and sound; and to effectively and responsibly engage with user-generated content such as blogs and discussion forums, video and photo sharing, social gaming and other forms of social media.</p> <p>The ability to create using digital media ensures that Canadians are active contributors to digital society.</p>	<p>identify an appropriate form to suit the specific purpose and audience for a media text they plan to create and explain why it is an appropriate choice</p> <p>identify conventions and techniques appropriate to the form chosen for a media text they plan to create and explain how they will use the conventions and techniques to help communicate their message</p> <p>produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions and techniques</p>	<p>Insufficient (R);</p> <p>Beginning (1);</p> <p>Developing (2);</p> <p>Competent (3)</p> <p>Confident (4)</p>

