



TEACHER FIELD GUIDE

PR / strategic communications

Is it a recommendation or an ad?

If a creator got the product free, do viewers need to know?

Much of what students see online is shaped by relationships between creators and brands, and many students are creators too. Knowing what a clear disclosure looks like helps them judge recommendations and post honestly, whether they have fifty followers or fifty thousand.

WHAT STUDENTS MAKE

Storyboard plus 3–4 sentence explanation

THE CIVIC IDEA

Words that do the work.

Material connection **Conexión material**

A relationship with a brand, like payment or a free product, that could affect how viewers weigh a recommendation.

The publisher sent Gia the book free for review. That's a material connection.

Disclosure **Divulgación**

A clear statement of that relationship, placed where viewers will notice it.

Tagging the publisher only names a brand. It doesn't say the book was free.

Channel **Canal**

The place and format a message travels through, which shapes who sees it.

Viewers watch the video, often without sound. A caption buried below may never be seen.

Consistency **Coherencia**

Making sure a message says the same thing across every place it appears.

The disclosure should appear on screen and be said aloud so every viewer gets it.

Agency guidance **Guía de una agencia**

An agency's explanation of how it applies a law; it guides behavior but isn't itself the statute.

The FTC's Endorsement Guides explain how the FTC Act's ban on deceptive practices applies to endorsements.

**LUPA**

⦿ The publisher's email says "free copy for review." That's the relationship to disclose.



Calma, the cut is good. Watch it once like a stranger with the sound off. Can they tell the book was free?

THE EVIDENCE

Handle the case file.

Every artifact comes with a question. The captions are the lesson.

EMAIL SENT TWO WEEKS BEFORE POSTING

Publisher email offering a review copy

- 1 What did the publisher give, and what did they ask for?

POST

DRAFT, FRIDAY EVENING

Gia's review video, first cut

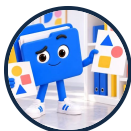
- 2 Where in this video would a viewer learn about the free copy?

DRAFT

SATURDAY, 1:30 P.M.

Caio's edit notes

- 3 What does Caio want to test before uploading?



PAUTA

§ FTC guides explain how the FTC Act's ban on deception applies to endorsements.

THE WORKSHOP

45 minutes, block by block.

5 MIN

Watch the review

TEACHER

Describe Gia's fictional review: enthusiastic, publisher tagged, no mention of free copy.

STUDENTS

Rate how much you trust the review, 1–5, and say why.

CHECK

Ratings come with a reason.

8 MIN

Reveal the connection

TEACHER

Reveal the publisher's email offering the free copy.

STUDENTS

Rate again. What changed, and why?

CHECK

Students explain context, not dishonesty.

10 MIN

Read the guidance

TEACHER

Read the FTC Disclosures 101 key points aloud.

STUDENTS

List three things a good disclosure does.

CHECK

Lists include clear words, in the video itself, noticeable.

12 MIN

Build the plan

TEACHER

Introduce comms-plan pieces: audience, key message, channel, consistency.

STUDENTS

Rewrite the video's opening and caption with a spoken and on-screen disclosure.

CHECK

Script names the relationship in plain words in the first seconds.

7 MIN

Stranger test

TEACHER

Caio's check: watch it like a stranger on a phone, sound off.

STUDENTS

Swap scripts; can a sound-off viewer catch the connection?

CHECK

Each partner confirms or suggests a fix.

3 MIN

Exit

TEACHER

Frame: "I can like the review and still want to know ___."

STUDENTS

Complete the frame.

CHECK

Answers reference the relationship.

DIFFERENTIATED ROUTES

One case. Seven ways in.

Each route changes what students read, make and prove, not only how long it takes.

MIDDLE SCHOOL

Grades 6–8: Add a clear disclosure to Gia’s review script and explain where you put it and why.

SOURCES

The review description, the publisher email and three FTC key points.

PRODUCT

Storyboard plus 3–4 sentence explanation

RAISES THE RIGOR

Show where the disclosure goes for a viewer with the sound off.

Supports

- Disclosure word bank: free copy, sent by, paid by, ad
- Frames: “I put it __ because viewers __.”
- Storyboard with three frames
- Partner discussion first

Success looks like

- ☐ Names the relationship clearly
- ☐ Places it in the video, early
- ☐ Works with sound off
- ☐ Keeps Gia’s honest opinion

HIGH SCHOOL

Grades 9–10: Write a revised script and caption and a short note on why a tag alone isn't enough.

SOURCES

Case sources plus the FTC Disclosures 101 page.

PRODUCT

Script (60–90 seconds) plus 100-word note

RAISES THE RIGOR

Explain the difference between an honest opinion and a disclosed relationship.

Supports

- Before/after model
- Checklist: words, placement, timing, repetition

Success looks like

- ☐ Disclosure is clear and early
- ☐ Uses both spoken and on-screen forms
- ☐ Note distinguishes opinion from relationship
- ☐ Accurately reflects FTC guidance

HIGH SCHOOL

Grades 11–12: Build a creator communications policy for the crew: when to disclose, how, and how to check it worked.

SOURCES

FTC Disclosures 101, the FTC endorsement FAQ and case evidence.

PRODUCT

Policy, 400–500 words

RAISES THE RIGOR

Explain the legal concept: how FTC guides interpret the FTC Act's ban on deceptive practices, without giving legal advice.

Supports

- Policy template
- Measurement ideas

Success looks like

- ☐ Covers audience, channel and consistency
- ☐ Explains guidance vs. statute accurately
- ☐ Includes a measurement step
- ☐ Practical for a small creator team

HIGH SCHOOL

Honors: Argue whether platforms, creators or brands should carry the main responsibility for clear disclosures.

SOURCES

FTC guidance plus a teacher-provided article on platform disclosure tools.

PRODUCT

Argument, 550–650 words

RAISES THE RIGOR

Weigh what each party can realistically control.

Supports

- Stakeholder chart
- Counterargument frames

Success looks like

- ☐ Clear thesis
- ☐ Uses guidance accurately
- ☐ Considers each stakeholder fairly
- ☐ Proposes a workable division of responsibility

AP ENGLISH LANGUAGE

AP Lang: Rhetorically analyze Gia's original review and argue how disclosure changes its ethos.

SOURCES

The original review script and the revised one.

PRODUCT

Rhetorical analysis plus argument paragraph, about 550 words

RAISES THE RIGOR

Argue that disclosure can strengthen, not weaken, credibility, with a counterargument.

Supports

- Rhetorical situation grid for both versions
- Commentary stems

Success looks like

- ☐ Thesis on how disclosure changes the situation
- ☐ Analyzes specific choices
- ☐ Addresses a counterargument
- ☐ Commentary is precise

MIDDLE YEARS

IB MYP: Investigate “How do brands shape what we trust online?” and create a media-literacy mini-lesson for younger students.

SOURCES

Case sources; global context: Personal and cultural expression.

PRODUCT

5-minute mini-lesson plan plus reflection

RAISES THE RIGOR

Include a short activity where younger students find a disclosure.

Supports

- Inquiry statement frame
- Mini-lesson template

Success looks like

- ☐ Accurate content
- ☐ Age-appropriate activity
- ☐ Evaluates sources
- ☐ Reflection connects to the global context

DIPLOMA

IB DP: Analyze how the reader's knowledge of a brand relationship changes the meaning of a review.

SOURCES

Both versions of the script and the FTC guidance.

PRODUCT

Commentary, 700–900 words

RAISES THE RIGOR

Evaluate whether disclosure fully restores a reader's ability to judge.

Supports

- Reader-response prompts
- TOK prompts on trust and technology

Success looks like

- ☐ Close analysis of both versions
- ☐ Engages reader-response ideas
- ☐ Evaluates limits of disclosure
- ☐ Reflects personally

Access for every learner

- Provide a storyboard with the first frame completed
- Read the FTC key points aloud with icons
- Spanish vocabulary: anuncio, patrocinado, divulgación, recomendación
- Allow students to record or draw instead of write
- Reduce to one disclosure line and placement

Extension

- Analyze three real posts from brands' own accounts (not individual creators) for disclosure
- Compare FTC guidance with another country's advertising standards body



DUDA

❓ Would someone watching with the sound off know the book was free?

ANNOTATED STUDENT WORK

What a draft shows us.

Rewrite the opening of Gia's review so viewers know about her relationship with the publisher.

FIRST DRAFT

⁴ Okay you guys, I have to tell you about this book because ² I literally could not put it down!! ¹ #ad #booktok @publisher. The characters are so real and the ending destroyed me. I stayed up until 2 a.m. finishing it and then just sat there staring at the wall. Everyone needs to read this, trust me, ³ it's the best book of the year and you won't regret it. Link is in my bio, go get it before everyone else does!

1 AUDIENCE Good start, but hashtags in a caption are easy to miss. Say it in the video too.

2 STRENGTH Honest opinion. Keep it; disclosure doesn't erase it.

3 EVIDENCE A strong product claim. What supports it beyond your feeling?

4 GAP The relationship should come early. Add it here.

REVISED

On screen and said aloud: “Quick heads-up: the publisher sent me this book for free to review.” Then: “Okay, you guys, I could not put this down. The two sisters felt real to me, and the ending caught me completely off guard. If you like slow-burn family stories, this one’s for you. If you need a fast plot, maybe not. I finished it in two nights.” Caption: “Publisher sent me a free copy for review. #ad #booktok.” The disclosure is in the first three seconds, readable without sound, and the claim is about my own reading.

ASSESSMENT

One-page rubric.

Mark the evidence you see. Leave room for a comment and a next step.

CRITERION	BEGINNING	DEVELOPING	PROFICIENT	ADVANCED
Evidence	☐ No disclosure or claim support.	☐ Tag only.	☐ Names the relationship clearly.	☐ Names the relationship and supports the product claim.
Reasoning	☐ Treats opinion as a substitute for disclosure.	☐ Discloses but can't explain why.	☐ Explains why placement and clarity matter.	☐ Distinguishes opinion, relationship and product claim.
Audience & purpose	☐ Ignores viewers.	☐ Assumes viewers read captions.	☐ Works for sound-off viewers.	☐ Works across channels with consistent wording.
Revision	☐ No change.	☐ Adds a hashtag.	☐ Adds spoken and on-screen disclosure.	☐ Explains each placement choice for different viewers.

Evidence I saw

Next step

STANDARDS

What this case teaches, by the book.

CCSS 6–8**3**

SL.8.2 Students evaluate the commercial motive behind a recommendation video.

RI.7.6 Students analyze how a creator's relationship with a brand shapes point of view.

W.6.2 Students write a clear disclosure line and explain its placement.

CCSS 9–10**3**

SL.9-10.2 Students evaluate the credibility of a recommendation video with an undisclosed connection.

RI.9-10.6 Students analyze how rhetoric in the review advances the creator's purpose.

W.9-10.6 Students use digital media strategically to produce a revised, disclosed video script.

CCSS 11–12**3**

SL.11-12.2 Students integrate FTC guidance and the video to evaluate a disclosure decision.

RI.11-12.6 Students evaluate how style and content contribute to persuasiveness in a sponsored post.

W.11-12.6 Students produce a revised video plan with disclosure built in.

C3 Framework**3**

D2.Civ.1.6–8 Students distinguish the responsibilities of media creators and a government agency.

D2.Civ.6.9–12 Students critique relationships among creators, platforms, brands and regulators.

D3.2.9–12 Students evaluate the credibility of a recommendation given its source relationship.

AP English Language

3

Rhetorical Situation (RHS) Students analyze how an undisclosed relationship changes the rhetorical situation for viewers.

Claims and Evidence (CLE) Students separate the product claim from the creator's relationship.

Style (STL) Students revise disclosure wording for clarity without losing the creator's voice.

IB MYP

3

Language and Literature A: Analysing Students analyze how a recommendation video persuades.

Language and Literature C: Producing text Students produce a revised script with a clear disclosure.

Individuals and Societies D: Thinking critically Students evaluate the effectiveness of brand relationships on trust.

IB DP**2****Language A: language and literature — Readers, writers and texts**

Students
examine
how a
known
brand
relationship
changes
how
readers
interpret a
review.

Theory of Knowledge — Knowledge and technology (optional theme)

Students
ask how
platform
design
affects
whether
viewers
can
judge a
source.

TAKE IT OFF THE PAGE

Check the relationship before you trust the review.

1. Next time you see a recommendation, look for a disclosure in the video itself
2. If you post reviews, practice a clear spoken line like “They sent me this for free”
3. Share a disclosure checklist with a school media club
4. Don’t accuse real creators; practice on your own or fictional posts

WHO TO ASK

School media or journalism advisor, a librarian, a digital citizenship teacher

STAY SAFE

Don’t share personal information to get free products. Talk with a trusted adult before accepting any brand deal.

**VOZ**

➞ Say it in the first seconds, show it on screen, and keep the honest review.