

Achievement Objectives Focus
<input type="checkbox"/> Transactional Writing: Brochures with persuasive writing
<input type="checkbox"/> Viewing: Analysing adverts
<input type="checkbox"/> Intrapersonal speaking: Talk clearly in small and large groups clearly identifying the features that make ads effective.
<input type="checkbox"/> Listening/Reading Texts: Respond to the characters/content in an ad and discuss their feelings about the characters/content and decide on the target audience.
<input type="checkbox"/> Cultural/Heritage What types of stereo types, cultural bias adverts portray
Learning Outcomes Focus:
<input type="checkbox"/> Write statements about aspects of school in 'yellow' hat language.
<input type="checkbox"/> Able to explain 4 specific advertising keywords
<input type="checkbox"/> Able to look at an ad and identify 3-4 techniques used in it.
<input type="checkbox"/> Able to communicate in written form using advertising techniques or analyse in adverts those techniques used
<input type="checkbox"/> Can ring another adult and communicate needs on behalf of the school to them ES
<input type="checkbox"/> Able to work well in group ES
<input type="checkbox"/> Able to identify stereo types in adverts

Essential Skills

Communication Skills

- Communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate
- Convey and receive information, instruction, ideas, and feelings appropriately and effectively in a range of different cultural, language, and social contexts
- Develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources
- Become competent in using new information and communication technologies

Information Skills

- Identify, locate, gather, store, retrieve, and process information from a range of sources
- Organise, analyse, synthesize, evaluate, and use information
- Present information clearly, logically, concisely, and accurately
- Identify, describe, and interpret different points of view, and distinguish fact from opinion
- Use a range of information-retrieval and information-processing technologies confidently and competently

Problem-solving Skills

- Think critically, creatively, reflectively, and logically
- Exercise imagination, initiative, and flexibility
- Identify, describe, and redefine a problem
- Analyse problems from a variety of different perspectives;
- Make connections and establish

- relationships
 - Inquire and research, and explore, generate, and develop ideas
 - Try out innovative and original ideas
 - Design and make
 - Test ideas and solutions, and make decisions on the basis of experience and supporting evidence
 - Evaluate processes and solutions.
- Self-management & Competitive Skills**
- Manage time effectively
 - Show initiative, commitment, perseverance, courage, and enterprise
 - Adapt to new ideas, technologies, and situations
 - Develop the skills of self-appraisal and self-advocacy
 - Achieve self-discipline and take responsibility for their own actions and decisions
- Social and Co-operative Skills**
- Develop good relationships with others, and work in co-operative ways to achieve common goals
 - Take responsibility as a member of a group for jointly decided actions and decisions
 - Participate appropriately in a range of social and cultural settings
 - Develop a sense of responsibility for the well-being of others and for the environment
 - To develop the ability to negotiate and reach consensus.

Work and Study Skills

- Work effectively, both independently and in groups
- Build on their own learning experiences, cultural backgrounds, and preferred learning styles
- Develop sound work habits
- Take increasing responsibility for their own learning and work

Key Activities:

Brochure Design and Business Card Design

Relating to and communicating with other people... interviews, requests

Use of ICT digital camera, video, computer and Internet

Viewing/discussing & understanding of how advertisers create and promote... of how advertising techniques are used/abused

Key Words

Target market, advertising, visual, television, radio, purpose, appeals, audience, persuade, medium, balance, contrast, images, mode, framing, clutter, storyboard, space

Key Questions

Open: What are the purposes of Advertising? How does advertising affect our lives? What would it be like if we lived in a world without advertising? How has advertising changed over the years? Do Ads stereotype people? Do ads reflect cultural bias? What makes a good ad?

Does a "good ad" change from one target group to another?
 What advertising media can track a consumer the easiest? How and Why?
Closed: Who makes (produces) advertising? How does advertising target different groups? What mediums are there? What techniques are used?

Sources

Primary: Advertising agents, Yellow pages, Consumer Group Advocates or Watch Dogs, Government Agencies,
 Secondary: Internet, CD Rom,

Resources

In2Edu Advertising Activities – copy masters belonging to this kit!	
Whiteboard, Video of Adverts, Digital Camera, Computer – Publisher, Journals, stories about advertising	
Advertising Online starter links	http://in2edu.com/
Internet Commercial Site	http://www.marketitright.com/home.asp?partner=
recommended reading	http://www.adassoc.org.uk/inform/childads.html
	http://www.uiowa.edu/~commstud/resources/advertising.html
	http://www.adcritic.com/
	http://www.mediaandthefamily.org/research/fact/index.shtml

Assessment

- Observation and recording on assessment sheet according to learning outcomes
- Filling out of activity sheets
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Impt Pre-Requisite Skills

- De bono techniques

Key
 = ICT Activity

Learning Paths

Items/Skills to think about/teach (ongoing activities):

- ❑ Manners... oral introduction, communicating on behalf of the school.
- ❑ Requirements of permission for trips etc.
- ❑ Meeting with BOT members to decide campaign ideas.
- ❑ How to use telephone. From a magazine collect ads and categorise according to stereotyped image or non stereotyped. Display in the classroom and beside each ad write the intended or targeted audience. ☺
- ❑ How to talk to others in different classes.manners.
- ❑ Oral skills of clarity Theatre Sports game on improving oral ability.
- ❑ Practising "selling" language ... split pupils into groups and get them to design an advert in two minutes "i.e. pen, pencil, fountain pen. Focus on selling the product strengths, thinking about the audience, what need it fulfils.
- ❑ Mind map of topic on computer or wall ☺. Build throughout the unit
- ❑ Games to introduce terms/keywords (i.e. simile, repetition, alliteration) Judge (Prosecueor/defense for an ad – Pick name/object from hat (2 min to create an ad using techniques – present). Best & worst Ads competition. Jigsaw of advertising terms (then play as match the terms speed game).

Introduction/Motivation

- ❑ Scenario of them being the advertising and promotion group. Talk about other advertising forms. What do we know about advertising?
- ❑ Brainstorm
- ❑ "Messages" Yellow hat about school, "Medium" How we can get across the message, "Costs" How will we will get money to fund the campaign?
- ❑ Choose Name for promotions group... think adult, child perceptions of the name. Look at list for yellow hat ideas only.

Choose best three and conduct a survey on these.

- ❑ Look at school survey results.
- ❑ Keyword Activity... word search. Pupils could create one using crossword or wordfind maker ☺.

Getting Going

- ❑ Design Business cards for each person in the group. Take pictures for the business cards with digital camera. ☺
- ❑ Decide which activities to carry out from brainstormed list.
- ❑ Slogan – go over common one's they know... start a competition across the school to get one.
- ❑ Questions about advertising – design list of questions

Other Activities

Some done as whole class but most as group/individual activities in a Learning Centre.

Verbal/Linguistic

- ❑ Collect Adverts from Magazines. Look at some of the techniques/language used in them.
- ❑ Start preparing brochure to advertise the school – each group a different brochure. Introduce storyboard technique. Complete on computer-Publisher ☺
- ❑ Reading Activity. Looking at journal stories and answering questions related to advertising worksheet
- ❑ Looking at existing school advertising material (brochure) and deciding Yellow hat and black hat features in terms of techniques and messages.
- ❑ Interview Firms: Check out the Yellow Pages for advertising firms (online or book form). Make contact with them about an interview. ☺ Fax confirmation of interview. Interview via confernece phone or visit to/from
 1. Why do they advertise?
 2. What medium do they advertise in? Why?
 3. What do they think is the most effective type of advertising? Why?
 4. How often do they advertise?
 5. If money was no object, where would they advertise?
 6. Do they seek advice on the best way to advertise?

From whom do they seek advice? Why?

7. Who designs/produces their advertisements?
 8. What messages are they trying to get across - about their products/services - about themselves?
 9. What percentage of their business costs are spent on advertising?
 10. Could they survive without it?
- ❑ Get pupils (groups) to design a campaign for a new business or product. Design one Advertisiment as a sample. Use lots of 6 hats in the process. Parts of poster (i.e. logo or titles) could be done on computer☺.
 - ❑ Design a website reflecting your class thoughts on advertising. What are the important points on it. Lan the home page and links before starting. Use storyboard techniques to help.
 - ❑ Rewrite adverts with language oposites. Where they say "great" etc put in your comments or evaluations of the product/s
 - ❑ Find out about Consumer Rights. What standards and laws protect the consumer? Who runs these? Are they effective? Can you find any adverts that breach these? What will you do about it?
 - ❑ Pupils to write a crtical review on an advertisement of their choice after exposure to terms/techniques etc.

Visual/Spatial

- ❑ **Research television ads** during the time period of 4pm to 7pm and tally on the time frame chart Were there any marked differences in types of ads and time played? If so, why? Were the advertisers targeting specific audiences? Can you justify your reasons for this? This could be done on 3 different days to examine the differences, eg. Mon, Wed, Sat - also compare the channels.
- ❑ **Graph above to help analyse** ☺
- ❑ **Adverts:** Viewing adverts on video and in paper. Analysing them according to techniques and types of language used. See handouts masters. Also use Internet Advert sites ☺
- ❑ **Look at art techniques and styles used in adverts.** Why

and how effective? What would be easiest to produce for the advert medium. Have many been digitally altered or produced? View and report.

Could report in multimedia presentation programme ☺

- ☐ **Look at art elements and how they are used in adverts.** Are any elements used often? i.e. line, point, tone, texture, colour, form or mass, shape, space

Musical

- ☐ **Moods:** Jingles – Look at writing and creating these. Create music for a jingle. Look at moods that are created with music. What techniques do they use to convey different moods? Listen to the music only of an ad. Depict the image portrayed by the music by completing a sketch. Use colour to further emphasis the mood portrayed by the music.
- ☐ **The use of well known music in adverts.** Listen at adverts and decide how often pop-tunes or more traditional music are used. These could be graphed on the computer ☺ Why are they used – for what reason? How have they been arranged/altered? Compose your own or adapt a well known song/tune to fit

Math-Logic

- ☐ From a magazine collect ads and categorise according to stereotyped image or non stereotyped. Display in the classroom and beside each ad write the intended or targeted audience. ☺ Work out the percentage of ads in each magazine that are stereotyped and non stereotyped
- ☐ See graphing activities in other areas
- ☐ Statistical analysis of data collected during the unit. I.e. Surveys of parents, pupils about advertising needs for the school. Obtaining consumer data about advertising, TV and watching. Compare viewers verses cost of advertising. Look at viewing patterns. Analyse response to adverts that require a response to get a “freebie”.
- ☐ Analyze the percentage of adverts on a page in a newspaper/magazine, radio programme etc. Does this vary

according to the page or time of day?

Bodily – Kinaesthetic

- ☐ **Sell that Product**
The teacher will ask the children to number off in order to make groups of four. Then, the teacher will pass out small bags of costume clothes that the children can use in their commercials. Finally, the teacher will pass out small objects to the groups. Every two groups will be selling the same products- one will be completely honest, and one will embellish the facts. The teacher will give the students about 20 minutes to perfect their commercials. When they are finished, each group will come up and perform while the teacher tapes the performance.
After each pair groups perform, the students will be encouraged to discuss how the groups sold the product differently, and which commercial would make them want to buy the product more.
- ☐ Video Ads or take digital pictures ☺. These could be edited. Placed into KidPix or similar multimedia program. ☺
- ☐ Analyse and view drama or dance techniques used in adverts. Explore these as you construct your own advert.
- ☐ Look at packaging and how it affects buyers. Packaging 1.. Pupils to design packages along two design challenges.
Technology Activity 1: Focus on looking after contents. A package that will look after an egg and dropped from 4-5 metres. Items given: Two sheets paper, one length cardboard, 2 metres string. Two pieces sellotape. Define a time for the team to 1. Green hat ideas, 2. Yellow hat best idea or combination of ideas and why
Technology Activity 2: Design challenge. Design a box that can be assembled and decorate with typical food labels required. It will need tabs etc.

Naturalist

- ☐ Create advert for a conservation issue using advertising techniques. Use of video/ Digital camera may enhance ☺

Interpersonal

- ☐ Communicating with others the reasons why adverts have been selected as good.
- ☐ Communicating with Resource People by phone fax. Interviewing them about their jobs, talents reasons why they chose a career linked to advertising.

☐

Intrapersonal

- ☐ **Adverts competition.** Design judging criteria for the best and worst adverts competition. Critically examine the techniques used and assess the effectiveness, examine the camera effects, appropriateness of music, and the mixing of visual and written text. Give the adverts a rating and be prepared to have to justify your recommendations and choices.
- ☐ **What Advert types or techniques speak to you the most strongly? Why**

