

# Impact of Corporate Sponsorship in Schools

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English, Grades 11 and 12 (2007) Grade 12 ENG4U, English, Oral Communication

## Overview

Students investigate ethical and financial implications of corporate sponsorship in schools. They participate in a simulation of a school board meeting in which corporate sponsorship is discussed/ debated. Each student assumes the role of parent, student council representative, faculty member, administrator, or corporate representative. They make a presentation in role to present a case for or against corporate sponsorship to the school board.

## Connections to Financial Literacy

Students consider the ethical and financial implications of corporate sponsorship in schools. Students explore the concept of consumer awareness, future consequences of financial decisions, and the implications of consumer messages promoted in a school environment. They then consider what this means to them personally.

## Connections to Curriculum

The curriculum focus is on the Oral Communication and the Reading and Literature strands. Students develop strategies for listening and responding effectively when discussing topics that can be controversial. They also develop skills in reading texts using strategies to construct meaning.

The curriculum expectations addressed in each lesson are identified within the lesson plan. The curriculum expectations, including examples and other supporting information, can be accessed through a hyperlink within the lesson.

## Considerations for Planning

These lessons employ a number of cooperative learning strategies that rely on effective group norms having been established in the class.

Teachers may find information on their board websites regarding noteworthy corporate sponsorships. They may also investigate board policies and procedures manuals for information on corporate sponsorship.

# Impact of Corporate Sponsorship in Schools

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## Impact of Corporate Sponsorship in Schools Lesson 1

Students investigate ethical and financial implications of corporate sponsorship in schools.

### Connections to Financial Literacy

Students consider the ethical and financial implications of corporate sponsorship in schools. They explore the concept of consumer awareness, future consequences of financial decisions, and the implications of consumer messages promoted in a school environment. They then consider what this means to them personally.

### Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

#### Oral Communication

- 1. Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
  - 1.2** select and use the most appropriate active listening strategies when participating in a wide range of situations
- 2. Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
  - 2.1** communicate orally for a wide range of purposes, using language effective for the intended audience
  - 2.2** demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences

### Learning Goals

Students will:

- listen to peers' points of view about corporate sponsorship in schools to understand their point of view
- speak clearly to express their points of view in a respectful conversation about a topic which could be controversial

#### Sample Success Criterion

I can listen carefully to analyse the pros and cons of corporate sponsorship in schools.

I can speak clearly to articulate my views about corporate sponsorship in schools.

### Considerations for Planning

#### Readiness

- Students should have some experience using cooperative learning strategies in class.

#### Terminology

- Corporate sponsorship
- Advertising

#### Materials

- Chart paper
- Markers
- Tape

#### Website

- [Think Alouds](#)

## Impact of Corporate Sponsorship in Schools

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Impact of Corporate Sponsorship in Schools Lesson 1	
Minds On	Connections
<p><b>Whole Class → Assessing Prior Knowledge → Position Line</b></p> <p>Lead a discussion of the meanings of the terms <i>corporate sponsorship</i> and <i>advertising</i>.</p> <ul style="list-style-type: none"> <li>• What are the differences between corporate sponsorship and advertising?</li> <li>• Are there examples of corporate sponsorship in our schools? If so, describe them.</li> <li>• Are there examples of advertising in our schools? If so, describe them.</li> </ul> <p>Put a strip of paper on the length of the classroom wall.</p> <ul style="list-style-type: none"> <li>• In the centre of the paper, write the prompt, Corporate sponsorship in schools is...</li> <li>• On one end of the paper, write "Positive."</li> <li>• On the other end of the paper, write "Negative."</li> <li>• In the middle of the paper, write "Neutral."</li> </ul> <p>Students stand at the Position Line and sign their names to represent their position. Students will have an opportunity to revisit the Position Line at the end of the lesson to reassess their initial position.</p> <p>As an alternative, in order to ensure anonymity, use sticky notes, one colour for before the lesson and another colour for after the lesson, if anyone wants to indicate a change of position.</p>	<p><b>A for L</b> Listen to students' answers to determine whether they have an understanding of the distinctions between corporate sponsorship and advertising.</p> <p><b>Note:</b> This lesson will focus on corporate sponsorship.</p> <p><b>Tip</b> The focus for this lesson is Corporate Sponsorship but it is important that students understand the differences between corporate sponsorship and advertising.</p>

# Impact of Corporate Sponsorship in Schools

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Impact of Corporate Sponsorship in Schools Lesson 1	
Action!	Connections
<p><b>Whole Class → Think Aloud</b></p> <p>Model an example of ethical and financial implications of corporate sponsorship in schools using the Think Aloud strategy to demonstrate higher order thinking and to challenge students to extend their thinking and make connections to their own school.</p> <p>Sample prompts to ensure higher order thinking include:</p> <ul style="list-style-type: none"> <li>• Why would companies be interested in becoming corporate sponsors of a school?</li> <li>• Why would companies want to fund school events and/or facilities?</li> <li>• Who benefits from corporate sponsorships in school?</li> <li>• What messages are conveyed by corporate sponsorships in school?</li> <li>• Who would have concerns about corporate sponsorship of schools? What would those concerns be?</li> </ul> <p>As a class, discuss what makes a conversational topic controversial. Sample responses might include: the topic reflects competing values and interests, people may strongly disagree with statements about the topic, it is politically sensitive, etc.</p> <p>As a class, brainstorm criteria for successful conversations about topics that may be controversial. Discuss the conversational norms that need to be in place for people to have safe, open, and respectful conversations about such topics.</p> <p>Sample criteria for <b>effective</b> controversial conversations include:</p> <ul style="list-style-type: none"> <li>• I am critical of ideas, not of people.</li> <li>• I challenge ideas, not people.</li> <li>• I converse, disagree, and challenge in order to learn, not to win.</li> <li>• I listen respectfully, even if I disagree.</li> <li>• I change my mind when there is sufficient evidence and reason.</li> </ul> <p><b>Groups of 4 → Corporate Sponsorship → Controversial Conversation</b></p> <p>Students work in groups of 4, subdivided into two pairs. In each group, one pair brainstorms the benefits to schools of corporate sponsorship and one pair brainstorms the negative aspects of corporate sponsorship in schools. The pairs then square with the other pair in their group for a conversation. In this format, the first pair takes two minutes to describe their opinions about the pros of corporate sponsorship in schools. They back their opinions with evidence and examples. The other pair in the group then takes one minute to summarize what they heard. They then ask a question to challenge the first pair's evidence or examples or to ask for further elaboration. The first pair then has one minute to respond. The pairs then switch roles in the conversation.</p> <p>Students take time to review the co-constructed success criteria for conversations about topics that can be controversial and assess their own performance against these criteria.</p>	<p><b>A for L</b> Informally, teacher circulates as groups work, providing clarification, guidance, and checking for understanding.</p> <p><b>Note:</b> Teachers can use the traffic light strategy (e.g., use coloured cards to indicate nature of assistance required – red card means “confused”, green card means “on target”; yellow card means “wants some clarification”).</p> <p><b>A for L</b> Based on students' responses when co-constructing criteria, note whether students have a good understanding of what's required for a conversation about topics that can be controversial.</p> <p><b>A for L</b> Students assess the extent to which they have met the criteria for a successful conversation.</p>

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Impact of Corporate Sponsorship in Schools Lesson 1	
Consolidation	Connections
<p><b>Whole Class → Re-assessing initial position → Position Line</b></p> <p>Students revisit the Position Line to reassess their position based on the dialogue within their group. If their position on the line has changed, they rewrite their names indicating the shift using a different colour marker (or a different colour sticky note).</p> <p>Invite students with a shift in position to share their reasons for the change.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> <li>1. What were some of the pros and cons of corporate sponsorship in schools that were discussed in your groups?</li> <li>2. What evidence is there of corporate sponsorship in our school?</li> <li>3. What effects do you think these corporate sponsorships have on students' learning? On students' spending habits?</li> </ol> <p>In preparation for the following day's activity, students select an article to read about corporate sponsorship in schools.</p> <p>Sample articles could include:</p> <p><b>Commercialism in Canadian Schools: Who's Calling the Shots Should Schools Accept Corporate Funding?</b></p>	<p> For students who prefer to read the article on paper, a hard copy can be provided.</p> <p>Electronic links can be provided for students who prefer to read the article in an electronic format. Quick Response Codes (QR Codes) can also be generated and posted on the classroom door so that as students are leaving, they can scan it with their smartphones and link directly to the article.</p>

## Impact of Corporate Sponsorship in Schools

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### Impact of Corporate Sponsorship in Schools Lesson 2

Students participate in a simulation of a school board meeting in which a decision must be made about whether to allow corporate sponsorship in schools. Each student assumes the role of student council representative, parent, faculty member, administrator, or corporate representative. They make a presentation of approximately 4-5 minutes to present a case for or against corporate sponsorship in their school.

#### Connections to Financial Literacy

They consider the ethical and financial implications of corporate sponsorship in their school and how it affects them personally.

#### Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

##### Oral Communication

**2. Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

**2.3** communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience

**2.4** use the most appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate their meaning in a compelling way and to engage their intended audience

**2.7** use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience

**3. Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

**3.1** demonstrate insight into their strengths and weaknesses as listeners and speakers, and practise the strategies they found most helpful before, during, and after listening and speaking to improve their oral communication skills

##### Reading and Literature Studies

**1. Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning

**1.8** identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power

#### Learning Goals

Students will:

- plan an oral presentation from a specific perspective related to corporate sponsorship

##### Sample Success Criterion

I can present a specific perspective relating to the messages in corporate advertising and sponsorship, aware of my purpose and my audience.

#### Considerations for Planning

##### Readiness

##### Terminology

- Corporate sponsorship
- Advertising

##### Materials

- Chart paper/Markers
- Tape
- Handout: **RAFT**
- Website**
- **Raft**

## Impact of Corporate Sponsorship in Schools

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Impact of Corporate Sponsorship in Schools Lesson 2	
Minds On	Connections
<p><b>Whole Class → Debriefing Readings</b></p> <p>Write the headings from the Position Line (Positive, Negative, Neutral) on chart paper and post the charts.</p> <p>Students move to the place in the room that best represents their position on the issue. On the chart paper posted, students record their reasons for choosing that position.</p> <p>Call upon various groups to share information gathered in their small-group discussions with the whole class.</p> <p>Debrief the activity, highlighting the main points of the groups with the class, pointing out commonalities and discrepancies, noting common reasons and differing opinions.</p>	<p><b>A for L</b> Circulate as groups work, providing clarification, guidance, and checking for understanding</p>

# Impact of Corporate Sponsorship in Schools

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Impact of Corporate Sponsorship in Schools Lesson 2	
Action!	Connections
<p><b>Whole Class → Role Playing</b></p> <p>“Do we support corporate sponsorship in our schools?”</p> <p>The class simulates a school board meeting in which the issue of corporate sponsorships in schools is being discussed. Each student takes on a role as a student council representative, a parent, a faculty member, an administrator, or a corporate representative, and makes a presentation at the school board meeting. In role, students present a case, either pro or con, related to corporate sponsorships in school.</p> <p>Two people in the class assume the role of chairs of the meeting, who call the meeting to order, maintain order in the meeting, call next speakers to the floor, etc. These chairs must also work together to summarize the diverse positions, evaluate the positions, and make a final decision.</p> <p><b>Whole Class → Co-construct Criteria for an Effective Speech</b></p> <p>Co-create criteria for an effective speech in role advocating a point of view.</p> <p>Sample criteria for a speech:</p> <ol style="list-style-type: none"> <li>1. Consistently speaks in role</li> <li>2. Creatively presents position in role</li> <li>3. Provides clear and coherent examples to support position</li> <li>4. Where appropriate, considers the positions of others as presented (or as anticipated)</li> <li>5. Other criteria selected by the student and teacher</li> </ol> <p><b>Individual → Planning Speech</b></p> <p>Using the <b>RAFT</b> template, students brainstorm key points for their speech, focusing on the position of their role, evidence required and examples to support their position.</p> <p><b>Teacher/Student Conference → Preparing Speech</b></p> <p>Students share a draft of their presentation in a teacher/student conference. Teacher and student assess the draft presentation on the basis of the co-constructed success criteria.</p> <p>Students continue their work to complete their speech, using the feedback to make necessary changes, and preparing for presentation. Students rehearse their speeches, as necessary.</p>	<p><b>Tips</b></p> <p>Two or three students could represent each role to help demonstrate differing positions even among those with same roles.</p> <p>Additional roles can be considered as desired, although not as part of the school board meeting. Sample roles that can be added include: reporters from diverse news outlets, expert from Concerned Children’s Advertisers, etc. Students assuming these roles would do research to ensure that they were speaking in role appropriately.</p> <p><b>A for L</b> Assess students’ understanding of the requirements of the task based on the discussion of criteria. Determine if additional instruction is required.</p> <p><b>A for L</b> Teacher assessment and student self-assessment in teacher-student conference.</p> <p><b>DI</b> Students who wish an alternative mode of presentation could prepare an audio-visual presentation (e.g., pre-recorded presentation, presentation software – with audio).</p>

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Impact of Corporate Sponsorship in Schools Lesson 2	
Consolidation	Connections
<p><b>Whole Class or Groups → Simulating a Board Meeting</b></p> <p>The class simulates a school board meeting and each student presents in role. The chairs moderate the meeting and take notes. Following the presentations, the chairs take time to compile and evaluate their results, make a decision and present their decision to the participants.</p> <p>Students discuss the speeches together in groups or as a class before they write their individual reflections.</p> <p><b>Individual → Reflection</b></p> <p>Students complete a reflection indicating whether they personally (not in role) agree or disagree with the chairs' decision and why.</p> <p>Alternatively, students could create a post for a discussion board, outlining why schools should or should not receive corporate sponsorship. This could be done with a wiki or a blog.</p>	<p><b>A of L</b> Students are assessed on the basis of the co-constructed criteria.</p>

## R.A.F.T. Speech to School Board about Corporate Sponsorship in Schools Postsecondary Funding Plan

**Task:** In your role, you will make a presentation at a simulated school board meeting, approximately 4 to 5 minutes in length. In your role, you will present a case either “for” or “against” corporate sponsorship for our school.

In your chosen role, consider the questions below that would be appropriate for your chosen role:

- Why would companies be interested in corporate sponsorship in schools?
- Why might corporate sponsorship in schools be seen as unconventional?
- What types of companies have an corporate sponsorship presence in schools today?
- What types of companies have an corporate sponsorship presence in our school?
- What impact could this corporate sponsorship have on student behaviors, spending habits, and attitudes?
- What is the main message being conveyed through corporate sponsorship?
- What are the ethical and financial implications of corporate sponsorship in schools?
- Why would companies want to fund school events, and/or facilities?
- Who benefits from these kinds of arrangements?
- Are there any negative consequences for any activities, groups, or individuals? Explain.
- What are the overall messages and values that are conveyed to students through these examples?

R (role)	A (audience)	F (format)	T (topic)
1. School Board Chair and Vice Chair 2. Principal and Vice Principal 3. Faculty of school (teachers/support staff) 4. Parent 5. Student council representative 6. Representative of corporations 7. Reporters from diverse news outlets	School Board	Speech (or recorded presentation) to be presented at a scheduled meeting of your school board where Corporate Sponsorship in Schools is a topic on the agenda	Corporate Sponsorship in Schools

# Impact of Corporate Sponsorship in Schools Lesson 1

## Curriculum Expectations

English, Grades 11 and 12 (2007)	
Oral Communication	
Overall Expectations	Specific Expectations
<p><b>1. Listening to Understand:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p><b>1.2</b> select and use the most appropriate active listening strategies when participating in a wide range of situations (e.g., <i>pose questions to a student presenter that require the presenter to justify and extend his/her beliefs; understand and acknowledge a dissenting opinion in a small-group discussion</i>)</p> <p><b>Teacher prompt:</b> "When you disagree with the ideas of a classmate, how do you respectfully communicate your position?"</p>
<p><b>2. Speaking to Communicate:</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p><b>2.1</b> communicate orally for a wide range of purposes, using language effective for the intended audience (e.g., <i>perform a readers' theatre presentation of a written text; 5 deliver a eulogy for a Shakespearean character; role-play an entrance interview at a postsecondary institution; lead a panel discussion</i>)</p> <p><b>Teacher prompt:</b> "How effectively did the presenters capture the emotional perspectives of the characters in the novel?" "How is the speaker's personal connection to the text reflected in his voice?"</p> <p><b>2.2</b> demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (e.g., <i>rephrase statements for clarity; synthesize the thread of a small-group discussion; give group members opportunities for reflective silence; deliver a summary of a group discussion that honours the contributions of all participants</i>)</p> <p><b>Teacher prompt:</b> "What specific speaking strategies are most effective in eliciting responses from your peers in a group discussion?" "How can you as a presenter use the introduction and conclusion of your presentation to establish a relationship with the audience?"</p>

# Impact of Corporate Sponsorship in Schools Lesson 2

## Curriculum Expectations

English, Grades 11 and 12 (2007)	
Oral Communication	
Overall Expectations	Specific Expectations
<p><b>2. Speaking to Communicate:</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p><b>2.3</b> communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience (<i>e.g., use passages from a novel to support a literary analysis of the novel in a presentation; synthesize relevant and significant material into a presentation; select and use relevant visual aids to strengthen a dramatic presentation for an audience of teenagers</i>)</p> <p><b>Teacher prompts:</b> "What can you change in your dramatic reading of the text to highlight the important ideas of the text?" "How can pausing to reflect before responding to a question help you to communicate more effectively?"</p>
	<p><b>2.4</b> use the most appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate their meaning in a compelling way and to engage their intended audience (<i>e.g., use descriptive language to evoke a particular mood in a dramatic presentation; use inclusive language during a presentation in order to acknowledge audience diversity; use catchphrases in a parody of a political speech; use standard Canadian English in a formal presentation on an independent study topic</i>)</p> <p><b>Teacher prompts:</b> "What does analysing the language chosen for a persuasive speech teach you about how language can be used to influence behaviour and attitudes?" "What words or phrases in an oral text demonstrate an understanding of multiple sides of an issue?"</p> <p><b>2.7</b> use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience (<i>e.g., integrate oral reading, overheads, presentation software, props, or video clips into a speech in order to create a cohesive presentation on an independent study topic; use multimedia techniques to enhance the production of a one-act play</i>)</p> <p><b>Teacher prompt:</b> "How can you integrate multimedia components into your presentation to communicate your ideas about the novel effectively and creatively?"</p>
<p><b>3. Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations</p>	<p><b>3.1</b> demonstrate insight into their strengths and weaknesses as listeners and speakers, and practise the strategies they found most helpful before, during, and after listening and speaking to improve their oral communication skills (<i>e.g., identify the environmental conditions that help them listen effectively; explain how they adjust their presentation strategies to reach a culturally diverse audience; assess their time management and self-motivation strategies when preparing for a presentation and adjust as necessary</i>)</p> <p><b>Teacher prompts:</b> "How is your learning style reflected in your presentation style?" "How do you adapt your learning style when listening to different kinds of presentations and other oral texts?" "How do you plan your presentation to anticipate the types of questions the audience or teacher might ask?"</p>
Reading and Literature Studies	
Overall Expectations	Specific Expectations
<p><b>1. Reading for Meaning:</b> read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning</p>	<p><b>1.8</b> identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power (<i>e.g., identify any significant social issues or concerns that are relevant to the topic of an opinion piece but are not addressed by the author; analyse texts for their use of inclusive or exclusive language; review the allusions made in a text to determine whether they reveal a bias on the author's part</i>)</p> <p><b>Teacher prompts:</b> "Which notable authors are not represented in this Top Ten list of Canadian authors? What might these omissions suggest about the list maker?" "What assumptions about gender roles are revealed in the depiction of characters in this story from the 1950s? What would you cite as evidence of these assumptions?" "To what degree do the women in this Shakespearean drama conform to the seventeenth-century European notion that women should be 'silent, chaste, and obedient'? What might their behaviour suggest about Shakespeare's attitude towards women?"</p>