

Advertising and Consumer Awareness

English, Grade 9 Applied, ENG1P

Overview

Students examine how advertising impacts consumers by the way it presents the message and what techniques advertisers use to attract their target audience. They focus on the media influence that is used to persuade children, and learn how to become discerning consumers and advocates for fairness in marketing that targets children. Guided by the principles set out as a code for advertisers, they create an advertisement to help children become aware of their rights as consumers.

Connections to Financial Literacy

Students understand the ways that advertisers distinguish between needs and wants and recognize the social and ethical implications of financial decisions. They understand and advocate for consumer protection and consumer awareness.

Connections to Curriculum

The content focus is on the strand *Media Studies*, specifically identifying and interpreting media texts. Students identify the characteristics and techniques common to advertising by studying examples. They deconstruct the techniques used in advertising messages that target consumers. Students will understand their role as educated consumer and increase their awareness of the impact of advertising on young consumers.

The curriculum expectations addressed in each lesson are identified within the lesson plan. Full curriculum expectations with examples, and teacher prompts can be accessed through a hyperlink within the lesson.

Considerations for Planning

Background reading for the teacher features **a series of articles on advertising** that targets children and students.

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Examining Advertisements Lesson 1		
<p>Students examine how advertising impacts consumers by the way it presents the message and what techniques advertisers use to attract their target audience.</p>		
Connections to Financial Literacy		
<p>Students understand the ways that advertisers distinguish between needs and wants and recognize the social and ethical implications of financial decisions. They understand and advocate for consumer protection and consumer awareness.</p>		
Curriculum Expectations	Learning Goals	
<p>Click here to access expectations in full, with examples.</p> <p>Media Studies <i>Understanding Media Texts</i></p> <ol style="list-style-type: none"> demonstrate an understanding of a variety of media texts interpret simple media texts and some teacher-selected complex media texts, identifying some of the overt and implied messages they convey identify the perspectives and/or biases evident in a few simple media texts and teacher-selected complex media texts and comment on any questions they may raise about beliefs, values, and identity explain how a few different production, marketing, and distribution factors influence the media industry 	<p>Students will:</p> <ul style="list-style-type: none"> identify overt and implied messages in a variety of sample commercials and advertisements identify inaccuracies in sample advertisements explain the effects of various advertising strategies <p>Sample Success Criterion I can identify and explain the effects of various advertising strategies.</p>	
Considerations for Planning		
<p>Readiness Students require an understanding of</p> <ul style="list-style-type: none"> target audience and how advertisements are positioned to target specific audiences 	<p>Terminology</p> <ul style="list-style-type: none"> Composition Lighting Editing Movement Sound 	<p>Materials</p> <ul style="list-style-type: none"> access to the Internet Handout: R.A.F.T.S organizer <p>Websites</p> <ul style="list-style-type: none"> Media Awareness Network Advertising Standards Canada The Canadian Code of Advertising Standards

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Examining Advertisements Lesson 1	
Minds On	Connections
<p>Whole Group → Modelling Thinking Critically about Advertising</p> <p>Select a commercial or advertisement and model how to critically think and examine it. Use the following questions to guide responses.</p> <ul style="list-style-type: none"> • What is the purpose of this commercial/advertisement? • Who produced it? How do you know? • Who is the target audience? How do you know? • How are the people in this commercial depicted? (age, gender, behaviour?) • What does the advertiser want the viewer to know, think or feel? Why do you think this? • Who will benefit from this commercial/advertisement? Why do you think this? • Is the commercial/advertisement accurate and truthful (both in its explicit and implicit messages)? Why or why not? • If not, what action could you take? <p>Lead a discussion in which students share their ideas, offering a variety of opinions.</p>	
Action!	Connections
<p>Small Groups/Whole Class → Analysing an Advertisement</p> <p>Working in small groups, students select a commercial/advertisement, and guided by the questions in Minds On!, they describe the purpose, audience, format, and meaning of the advertisement. Students reach a consensus about the extent to which the commercial/advertisement is accurate and truthful in its explicit and implicit messaging, considering the target audience of the advertisement.</p> <p>Each group reports its information and conclusion and responds to questions from the whole group.</p> <p>As students discuss each commercial/advertisement, list techniques used by the advertisers to capture and keep the audience's attention. (Composition, Lighting, Editing, Movement, Sound)</p>	<p>A^{for}L Observe students as they analyse the advertisements and offer guiding questions to further their thinking.</p>
Consolidation	Connections
<p>Whole Group/Individual → Deciding on Effective Advertising Strategies</p> <p>As a whole group, compare the list of strategies compiled by the class during the lesson with the list on the following website: Advertising Strategies.</p> <p>Ask: What is similar between the two lists? What strategies could we add to our list?</p> <p>Exit Card: Of the advertising strategies described in class today, which do you consider the most effective and why?</p>	<p>A^{of}L Assess students' understanding of how media captures its audience, using their responses on the Exit Card.</p>

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Advertising Targeting Children Lesson 2		
<p>Students focus on the media influence that is used to persuade children, and learn how to become discerning consumers and advocates for fairness in marketing that targets children. Guided by the principles set out as a code for advertisers, they create an advertisement to help children become aware of their rights as consumers.</p>		
Connections to Financial Literacy		
<p>Students understand the ways that advertisers distinguish between needs and wants and recognize the social and ethical implications of financial decisions. They understand and advocate for consumer protection and consumer awareness.</p>		
Curriculum Expectations	Learning Goals	
<p>Click here to access expectations in full, with examples.</p> <p>Media Studies <i>Creating Media Texts</i></p> <p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p> <p>3.1 describe the topic, purpose, and audience for media texts they plan to create</p>	<p>Students will:</p> <ul style="list-style-type: none"> • think critically about advertising principles • produce an advertisement about consumer rights <p>Sample Success Criterion I am learning to plan effectively when creating an advertisement, considering the purpose, audience and format in order to convey a message.</p>	
Considerations for Planning		
<p>Readiness Students require an understanding of</p> <ul style="list-style-type: none"> • target audience and how advertisements are positioned to target specific audiences 	<p>Terminology</p> <ul style="list-style-type: none"> • Persuade • Advocate 	<p>Materials</p> <ul style="list-style-type: none"> • Access to the Internet • Handout: R.A.F.T.S organizer <p>Websites</p> <ul style="list-style-type: none"> • Media Awareness Network • Advertising Standards Canada • The Canadian Code of Advertising Standards

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Advertising Targeting Children Lesson 2	
Minds On	Connections
<p>Whole Group → Examining Advertisements</p> <p>“Dressing it up doesn’t make it true.” The above slogan is found on the ASC (Advertising Standards of Canada) website.</p> <p>Project the poster that appears on the web page, or show one of their public service ads as a visual prompt.</p> <p>Ask students to suggest who this organization targets, what its purpose is, when and where they have seen their ads, and, why they are important to us.</p> <p>Use 5W’s to organize the responses.</p>	
Action!	Connections
<p>Pairs → Making and Confirming Predictions</p> <p>Working with a partner, students predict the rules this organization may have about advertising, especially advertising that targets children.</p> <p>They confirm their predictions by locating the list of 14 principles of the code on ASC (Advertising Standards of Canada) website.</p> <p>Ask: How many did you and your partner predict?</p> <p>Students put these 14 principles in language that they think the majority of children would understand. Each set of partners is responsible for one or two points.</p> <p>Whole Group → Producing a Simplified Set of Advertising Principles</p> <p>Pairs post their completed points in the room so that all students can reflect, question, respond and/or revise the language together.</p> <p>As a class, create a final simplified version that can be posted in the classroom.</p>	<p>AOL Provide descriptive oral feedback about students’ predictions.</p>
Consolidation	Connections
<p>Individual → Using Advertising to Promote a Cause</p> <p>Students use a R.A.F.T.S graphic organizer and their knowledge of the ASC code to plan an advertisement that educates children about their consumer rights.</p> <p>They submit the plan to the teacher for feedback and then produce the advertisement.</p>	<p>AOL Assess students’ ability to effectively plan when creating media texts and their ability to create effective media texts, using their graphic organizer and advertisement as the basis.</p>

HANDOUT

R.A.F.T.S.

R	<p style="text-align: center;"><u>Role of the Writer</u></p> <p>Assume the role of an advertiser hired to educate children about advertising rules.</p>	
A	<p style="text-align: center;"><u>Audience</u></p> <p>Your audience must be children but you can select a specific age range and/or gender for the children you wish to reach.</p>	
F	<p style="text-align: center;"><u>Format</u></p> <p>What format will best suit the audience you have selected? Will you design a poster, a video, a TV commercial?</p>	
T	<p style="text-align: center;"><u>Topic</u></p> <p>What part of the advertising code will be the focus of your ad?</p>	
S	<p style="text-align: center;"><u>Strong Verb</u></p> <p>What words will you use to motivate your audience to think and to act?</p>	

Curriculum Expectations

Financial Literacy in English

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Examining Advertisements Lesson 1	
Media Studies	
Overall Expectations	Specific Expectations
<p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts</p>	<p>Interpreting Messages 1.2 interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey (<i>e.g., determine which book covers or movie posters are aimed at females and which at males; determine what model of happiness a popular teenage television show promotes</i>¹) Teacher prompts: “What messages do various details on the cover of your favourite CD convey about the music or the artist?” “What does this program suggest about the use of violence to solve problems?”</p> <p>Critical Literacy 1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (<i>e.g., describe messages inherent in depictions of women on the covers of massmarket romance novels; explain what is implied by the presence or absence and/or the portrayal of particular professions or socio-economic and ethnocultural groups in a popular television show</i>) Teacher prompts: “Is the depiction of the female ‘boss’ in this mass-market movie realistic? In what ways is it realistic or unrealistic?” “What topics in Aboriginal news programs are under-reported in mainstream news media?” “What sort of power does the female protagonist have in this soap opera?”</p> <p>Production Perspectives 1.6 explain how a variety of production, marketing, and distribution factors influence the media industry (<i>e.g., explain how “product placement” works and how it benefits both the product manufacturer and the media producer; suggest reasons why colleges supplement course information with promotional materials about the college “culture” and extra-curricular programs; suggest reasons why manufacturers wrap CDs and some books and magazines in plastic and how this packaging affects the consumer</i>²) Teacher prompt: “Why do private companies use public websites to promote their products – for example, by posting ads to a public video-sharing site?”</p>

¹TL Media 7-10 “Examining Multiple Perspectives of an Advertisement” 22

²TL Media 7-10 “Exploring the Key Concepts in Media Literacy” 2

Curriculum Expectations

Financial Literacy in English

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Examining Advertisements Lesson 2	
Media Studies	
Overall Expectations	Specific Expectations
<p>2. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<p>Purpose and Audience</p> <p>3.1 describe the topic, purpose, and audience for media texts they plan to create (e.g., a television news story to raise community awareness about a local health or safety issue; a logo and/or slogan for a line of T-shirts to support and raise funds for a joint school-community project), and identify significant challenges they may face in achieving their purpose</p> <p>Teacher prompt: “Who would be interested in a documentary series about body piercing, tattooing, and muscle building? Is there one point of view about the topic you wish to promote, or should you present a variety of perspectives on it?”</p>