



Be Advise 2
Helping children to watch wisely

Module 1

Introduction to advertising

Teacher's Notes
6- to 11-year-olds



Bill Board

A media literacy resource focused on advertising
Produced by Media Smart®

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An introduction to Media Smart

Children today are growing up in an environment where not only is the media more accessible, but children are increasingly able to control their own media consumption. For example, 79% of children aged 10 to 15 years old watch TV unsupervised and have a TV in their bedroom.¹

In this context, Media Smart is a non-profit media literacy programme for school children aged 6 to 11 years old, initially focused on advertising. Media Smart develops and provides, free of charge, educational materials to primary schools that teach children to think critically about advertising in the context of their daily lives. We believe that our materials will help children to watch TV and other media more critically and make better informed choices.

This pack, Be Advise 2, builds on our first set of materials and provides a comprehensive and engaging introduction to media and advertising literacy. Using advertising as a vehicle, Be Advise 2 teaches children core media literacy skills.

We commissioned an expert in the field of media literacy, Jenny Grahame, from the English and Media Centre, to write the materials which were then commented on, amended and approved by our Expert Group of leading academics, government officials from the UK and EU and a representative from the UK regulator, Ofcom.

On the advice of our Expert Group, the lessons use real examples of advertising. This approach, using original media material, is the most stimulating and effective way of teaching specific media literacy skills. We have, however, also provided lessons with non-commercial advertising to accommodate those teachers concerned with having commercial material in the classroom.

We hope that you find our pack to be a stimulating and useful resource and welcome your feedback via the attached form at the back of this booklet.



Paul Jackson, Chairman, Media Smart

¹ Childhood Obesity: Food Advertising in Context. Children's food choices, parents' understanding and influence, and the role of food promotions, Ofcom, 22 July 2004

Introduction to the materials

These materials are based on the main concepts and practices of media literacy teaching. I have written them aiming to develop pupils' abilities to 'read', understand, produce, discuss and write about print, still and moving-image advertising. They are based on active learning and discovery, and depend heavily on discussion, group work, practising communication in different media formats, and open-ended enquiry. Importantly, they are objective and do not begin from the premise that advertising is intrinsically either harmful or beneficial.

The pack has a number of objectives:

- To provide strategic approaches for the critical and responsible use of advertising material in education
- To move children on from a broad awareness of the functions of advertising to a more focused understanding of advertising which is underpinned by the key concepts of media literacy
- To provide teachers and children with a range of active learning resources, including both real-life examples and constructed case studies across a range of commercial and non-commercial contexts

Advertising literacy skills

This pack has been produced to teach the following advertising literacy skills, seeking to develop pupils' critical understanding of, and ability to talk and write about:

- The languages of advertising
 - how real examples of advertising construct meaning in a variety of media forms
 - how images, sound, copy and editing contribute to meaning in print, radio and TV advertising
- How advertisers target products at specific audiences/markets
 - how audiences are categorised and researched by advertisers
 - how advertising is positioned to reach audiences
 - how audiences respond to advertising
- How advertising is produced by the advertising industry
 - how a campaign is developed from initial brief to final product
 - the roles and production processes within an advertising agency
 - the role of advertising in underpinning other media products
- The regulation and control of advertising
- The messages and values represented in advertising
 - the use of different gender, age, social, cultural, ethnic and lifestyle groups in advertising
 - the values and lifestyle choices associated with product advertising
- Selected debates in contemporary advertising
 - controversial advertising techniques
 - use of celebrities and characters in advertising
 - use of premiums in advertising
 - food and drink advertising aimed at children
 - toy advertising aimed at children
 - animation

The materials also emphasise that advertising, like all media, represents information and ideas about the world that are worth serious investigation, and that close analysis of this, through media literacy teaching in the class, can be a source of enormous pleasure and creativity.

I hope that you enjoy the materials and that they make a valuable resource for your media literacy teaching in school.



Jenny Grahame, English and Media Centre
www.englishandmedia.co.uk

These materials were written by the English and Media Centre.

English
& Media
Centre

How to use the teacher's notes

These notes are designed to be completely flexible, enabling you to cover as many of the topics as you feel are appropriate for your class. Each topic is broken down into a number of activities. You can use all of these within a lesson, or simply a selection, depending on the time you have available. Wherever appropriate, we have also outlined how you could adapt the activity for older and younger pupils.

The curriculum grid following this introduction shows how the topics can be used to meet the curriculum in a number of subjects. All the topics fulfil a number of curriculum requirements in English, but you will also see that many of them are cross-curricular, covering skills in subjects such as art, history and music, for example. The curriculum grid also outlines the main themes covered by the module, enabling you to focus on a particular area by using the topics suggested as a route through the materials.







The main issues, learning outcomes and curriculum links covered in each topic are listed in an information box at the start of each topic. We have also provided guidance on the age of pupils that the activity is suited to and a list of any resources required – see key below. The notes below the box provide a guide to how you may like to approach the activities with the class, and an indication of how long the activity is likely to take. The activities are designed to appeal to a variety of different learning styles – i.e. visual, auditory, interpersonal, etc – and are broken down into manageable tasks that can be carried out as discrete activities, or combined into one lesson, with introductory and plenary sessions. Key words or concepts that may be new to pupils are highlighted where they first occur in the text and explained in a photocopiable glossary at the back of this booklet.

All additional printed information required for an activity is provided on the photocopiable activity sheets. Where colour versions would be of benefit to the activity, these are provided on the DVD included with this pack. The DVD also contains the advertising clips that are referred to in the activities. As an additional reference tool and source of ideas, you may also find it helpful to provide your own examples of the latest print or television ads to illustrate the issues discussed in the materials. The following websites can be used to download samples of current advertisements:

- www.visit4info.com
- www.creativeclub.co.uk
- <http://media.guardian.co.uk/creative>

In addition, many companies allow you to view their advertising on their corporate websites.

Key

	= Activity Sheet	e.g. 	Activity Sheet 5 is required for this activity
	= DVD	e.g. 	DVD clip 8 is required for this activity
	= Timing	e.g. 	This activity is expected to take approximately 5 minutes

Acknowledgements

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Advertising Association, Abbott Mead Vickers BBDO, DDB London, British Toy and Hobby Association, Business in the Community, Cadbury Trebor Bassett, Fox Kids, GMTV, Hasbro, H J Heinz Co Ltd, Incorporated Society of British Advertisers, Institute of Practitioners of Advertising, ITV, Kellogg's, Lego, Logistix Kids, Masterfoods, Mattel, McDonald's, Mindshare, National Confederation of Parent Teacher Organisations (Charity partner), Procter & Gamble, Turner Broadcasting, Unilever, Viacom Brand Solutions, Young Media Ltd

We would like to thank our Expert Group for their invaluable help in creating this resource.

Jenny Grahame – English and Media Centre, Professor David Buckingham – Institute of Education, Dr Rebekah Willett – Institute of Education, Andrew Carruthers – Ofcom, Simon White – Department for Culture, Media and Sport, Tony Halston – Department for Education and Skills, Matteo Zacchetti – European Commission, Graham Brown – Abbott Mead Vickers BBDO, Anna Chapman – Hasbro, Laura Simons – independent consumer consultant, Janet Moffat – Melcombe Primary School

Curriculum links

England

Theme	Awareness & identification of advertising			Media literacy & advertising			Advertising & industry					
	1	2	3	4	5	6	7	8	9	10	11	12
Key Stage 1	Topic number – see contents list on page 1											
KS1 English												
Speaking												
1c organise what they say						x						
1d focus on the main point(s)	x	x		x		x						
1e include relevant detail	x	x		x		x						
Listening												
2a sustain concentration	x	x		x		x						
2b remember specific points that interest them	x	x		x		x						
2c make relevant comments	x	x		x		x						
2d listen to others' reactions	x	x		x		x						
2e ask questions to clarify their understanding	x	x		x		x						
Group discussion and interaction												
3a take turns in speaking	x	x		x		x						
3b relate their contributions to what has gone on before	x	x		x		x						
3c take different views into account	x	x		x		x						
3d extend their ideas in the light of discussion	x	x		x		x						
3e give reasons for opinions and actions	x	x		x		x						
Speaking												
8d speaking to different people, including friends, the class, teachers and other adults	x	x		x		x						
Listening												
9a listen to each other	x	x		x		x						
9c recordings						x						
Group discussion and interaction												
10a making plans and investigating				x								
10b sharing ideas and experiences	x	x		x		x						
10c commenting and reporting						x						
Reading												
2a use the organisational features of non-fiction texts, including captions, illustrations, contents, index and chapters, to find information		x										
2c use reference materials for different purposes	x											
7b The range should include: dictionaries, encyclopedias and other reference materials	x											
Writing												
1a use adventurous and wide-ranging vocabulary				x								
1c put their ideas into sentences				x								
1d use a clear structure to organise their writing				x								
1f use the texts they read as models for their own writing		x										
2b assemble and develop ideas on paper and on screen		x		x								
2c plan and review their writing, discussing the quality of what is written		x		x								
9a purposes for writing include: to communicate to others		x		x								
10 Pupils should be taught the value of writing for remembering and developing ideas				x								
12 The range of forms of writing should include narratives, poems, notes, lists, captions, records, messages, instructions	x			x								

England

Theme	Awareness & identification of advertising			Media literacy & advertising			Advertising & industry					
Key Stage 1 continued	Topic number – see contents list on page 1											
KS1 PSHE and Citizenship	1	2	3	4	5	6	7	8	9	10	11	12
2a take part in discussions with one other person and the whole class	x	x		x		x						
2b take part in a simple debate about topical issues	x											
4b listen to other people, and play and work cooperatively	x	x		x		x						
5c take part in discussions	x	x		x		x						
KS1 Maths	1	2	3	4	5	6	7	8	9	10	11	12
Number and algebra												
1a practical activity, exploration and discussion	x											
1g present results in an organised way	x											
KS2 Music	1	2	3	4	5	6	7	8	9	10	11	12
4b recognise how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures	x	x				x						
4d understand how music is used for different purposes						x						
Key Stage 2	Awareness & identification of advertising			Media literacy & advertising			Advertising & industry					
KS2 English	1	2	3	4	5	6	7	8	9	10	11	12
Speaking												
1d show clear shape and organisation with an introduction and an end			x		x	x	x	x	x		x	x
Listening												
2a identify the gist of an account or key points in a discussion and evaluate what they hear	x	x	x	x	x	x	x	x	x		x	x
2b ask relevant questions to clarify, extend and follow up ideas	x	x		x			x	x	x	x	x	
2c recall and re-present important features of an argument, talk, reading, radio or television programme, film				x	x	x		x	x			x
2e respond to others appropriately, taking into account what they say	x	x		x	x		x	x	x	x	x	x
Group discussion and interaction												
3a make contributions relevant to the topic and take turns in discussion	x	x	x	x	x	x	x	x	x	x	x	x
3b vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected	x	x	x	x	x	x	x	x	x	x	x	x
3c quantify or justify what they think after listening to others' questions or accounts	x	x	x	x	x	x	x	x	x	x	x	x
3d deal politely with opposing points of view and enable discussion to move on	x	x	x	x	x	x	x	x	x	x	x	x
3e take up and sustain different roles												x
3f use different ways to help move the group forward												x
Drama												
4a create, adapt and sustain different roles, individually and in groups			x									x
4b use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script			x									
Breadth of study: listening												
9b Opportunities to listen to recordings					x	x		x				x

England

Theme	Awareness & identification of advertising			Media literacy & advertising				Advertising & industry				
Key Stage 2 continued	Topic number – see contents list on page 1											
KS2 English	1	2	3	4	5	6	7	8	9	10	11	12
Breadth of study: group discussion and interaction												
10b planning, predicting, exploring	x	x										
10c explaining, reporting, evaluating			x		x	x	x	x	x	x		
Reading												
2a use inference and deduction											x	
2b look for meaning beyond the literal				x								
3d draw on different features of texts, including print, sound and image, to obtain meaning		x		x	x	x		x				
3g consider an argument critically	x								x	x		
5b identify words associated with reason, persuasion, argument, explanation, instruction and description		x										
5f evaluate different formats, layouts and presentational devices		x										
9c Range should include newspapers, magazines, articles, leaflets, brochures, advertisements	x	x		x	x	x		x	x		x	
Writing												
1a choose form and content to suit a particular purpose				x	x		x	x				
2a plan – note and develop initial ideas					x		x					
2b draft – develop ideas from the plan into structured written text					x		x					
2c revise – change and improve the draft					x		x					
2d proofread – check the draft for spelling and punctuation errors, omissions and repetitions					x		x					
2e present – prepare a neat, correct and clear final copy					x		x					
9a purposes of writing: to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader				x		x		x				
9d review and comment on what has been read, seen or heard, focusing on both the topic and the writer's view of it				x		x	x	x		x		
10 use writing to help their thinking, investigating, organising and learning								x				
KS2 PSHE and Citizenship	1	2	3	4	5	6	7	8	9	10	11	12
1a Pupils should be taught to talk and write about their opinions, and explain their views, on issues that affect themselves and society	x	x	x	x	x	x	x	x	x	x	x	x
2a to research, discuss and debate topical issues, problems and events	x									x		x
2b why and how rules and laws are made and enforced										x		
2k to explore how the media present information				x		x			x		x	x
KS2 Maths	1	2	3	4	5	6	7	8	9	10	11	12
Using and applying handling data												
1a select and use data handling skills when solving problems in other areas of the curriculum	x											
KS2 Art and design	1	2	3	4	5	6	7	8	9	10	11	12
1b question and make thoughtful observations about starting points and select ideas to use in their work			x		x							
2c use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts			x		x		x					

England

Theme	Awareness & identification of advertising			Media literacy & advertising			Advertising & industry					
	1	2	3	4	5	6	7	8	9	10	11	12
Key Stage 2 continued	Topic number – see contents list on page 1											
KS2 Art and design	1	2	3	4	5	6	7	8	9	10	11	12
5b working on their own, and collaborating with others, on projects in two and three dimensions and on different scales			x		x							
KS2 Music	1	2	3	4	5	6	7	8	9	10	11	12
3a analyse and compare sounds						x						
4b understand how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects						x						

Scotland

Theme	Awareness & identification of advertising			Media literacy & advertising			Advertising & industry					
	1	2	3	4	5	6	7	8	9	10	11	12
English language: P2 to P6	1	2	3	4	5	6	7	8	9	10	11	12
Listening												
Listening in groups	x	x	x	x	x	x	x	x	x	x	x	x
Awareness of genre	x	x	x		x	x	x					
Knowledge about language	x	x	x	x	x	x	x	x	x	x	x	
Talking												
Talking in groups	x	x	x	x	x	x	x	x	x	x	x	x
Talking about experiences, feelings and opinions	x	x	x	x	x	x	x	x	x	x	x	x
Audience awareness	x	x	x	x	x	x	x	x	x	x	x	
Knowledge about language	x	x	x	x	x	x	x	x	x	x	x	
Reading												
Reading for information	x						x	x				
Awareness of genre	x	x	x		x	x	x					
Knowledge about language	x	x	x	x	x	x	x	x	x	x	x	
Writing												
Functional writing	x	x	x	x	x	x	x	x	x	x	x	
PSD: P2 to P6	1	2	3	4	5	6	7	8	9	10	11	12
Self awareness												
Identify their own values and attitudes						x		x	x	x	x	x
Inter-personal relationships												
Communicate and interact with known persons; demonstrate respect and tolerance towards others	x	x	x	x	x	x	x	x	x	x	x	x
Independence and inter-dependence												
Carry out simple tasks independently; demonstrate ability to co-operate; demonstrate ability to select from several choices and discuss reasons for the choices made	x	x	x	x	x	x	x	x	x	x	x	
Expressive Arts, Music: P2 to P6	1	2	3	4	5	6	7	8	9	10	11	12
Observing, listening, reflecting, describing and responding						x						
Expressive Arts, Art: P2 to P6	1	2	3	4	5	6	7	8	9	10	11	12
Creating and designing			x	x	x		x					
Communicating			x	x			x					

Theme	Awareness & identification of advertising			Media literacy & advertising			Advertising & industry					
	1	2	3	4	5	6	7	8	9	10	11	12
Key Stage 1	Topic number – see contents list on page 1											
KS1 English	1	2	3	4	5	6	7	8	9	10	11	12
Oracy												
1.1 talk for a range of purposes	x	x		x		x						
1.4 offer a personal response to media and ICT texts, such as children's TV programmes and animated tales on CD-ROMS		x		x		x						
2.1 recognise the importance of language that is clear, fluent and interesting in order to communicate effectively		x		x		x						
2.2 speak with confidence, making themselves clear through organising what they say and choosing words with precision, building on their previous experience	x	x		x		x						
2.4 use the conventions of discussion and conversation	x	x		x		x						
2.5 listen with growing attention and concentration				x		x						
2.6 relate their contributions in a discussion to what has gone before, taking different views into account	x	x		x		x						
3.3 extend their vocabulary through activities that encourage their interest in words		x		x		x						
Reading												
2.4 recognise the structural devices for organising information, e.g. contents, headings, captions		x		x								
3.1 consider the characteristics and features of different kinds of texts		x		x								
Writing												
1.1 understand the value of writing as a means of remembering, communicating, organising and developing ideas and information, and as a source of enjoyment		x		x								
1.3 write in response to a wide variety of stimuli		x		x		x						
1.4 write in a range of forms, incorporating some of the different characteristics of those forms		x		x								
1.7 make choices about vocabulary and organise imaginative and factual writing in different ways		x		x								
2.2 differentiate between print and pictures, understand the connections between speech and writing, and learn about the different purposes and functions of written language		x		x		x						
Key Stage 2	Awareness & identification of advertising			Media literacy & advertising			Advertising & industry					
KS2 English	1	2	3	4	5	6	7	8	9	10	11	12
Oracy												
1.1 talk for a range of purposes	x	x	x	x		x	x	x	x	x	x	x
1.4 make a range of contributions in discussions, depending on the activity and the purpose of the talk	x	x	x	x	x	x	x	x	x	x	x	x
1.5 participate in a wide range of drama activities, including improvisation, role-play, and the writing and performance of scripted drama			x				x					x
1.7 identify and comment on key features of what they see and hear in a variety of media		x	x	x	x	x		x		x	x	x
2.1 express themselves confidently and clearly	x	x	x	x	x	x	x	x	x	x	x	x
2.2 organise what they want to say, and use vocabulary and syntax that enable the communication of more complex meaning	x	x	x	x			x			x		x

Theme	Awareness & identification of advertising			Media literacy & advertising				Advertising & industry				
Key Stage 2 continued	Topic number – see contents list on page 1											
KS1 English	1	2	3	4	5	6	7	8	9	10	11	12
2.4 listen carefully, and recall and re-present important features of an argument, talk, presentation, reading, radio or television programme				x	x	x		x			x	x
2.5 identify the gist of an account or the key points made in discussion, evaluate what they hear, and make contributions that are relevant to what is being considered	x	x	x	x	x	x	x	x	x	x	x	x
2.6 listen to others, questioning them to clarify what they mean, and extending and following up the ideas	x	x	x	x			x		x	x	x	x
2.7 qualify or justify what they think after listening to other opinions or accounts, and deal politely with opposing points of view	x	x	x	x	x	x	x	x	x	x	x	x
3.6 use an increasingly varied vocabulary		x	x	x	x	x	x	x	x	x	x	x
Reading												
1.3 participate in both independent and shared reading of play scripts and other texts		x		x		x		x				
1.4 read and use a wide range of sources of information, including those not specifically designed for children. The range of non-fiction should include ICT-based reference materials, newspapers, encyclopaedias, dictionaries and thesauruses		x		x		x					x	
2.4 consider in detail the quality and depth of what they read, responding imaginatively to the plot, characters, ideas, vocabulary and organisation of language in literature and media and moving image texts				x	x	x						
2.5 use inference, deduction and prediction to evaluate the texts they read, and refer to relevant passages or episodes to support their opinions		x		x	x	x				x	x	
2.8 adopt appropriate strategies for a specified task	x	x	x	x	x	x	x	x		x	x	
Writing												
1.1 write for varied purposes, understanding that writing is essential to thinking and learning, and enjoyable in itself		x	x	x	x		x	x		x	x	
1.2 write for an extended range of readers		x	x	x	x		x			x	x	
1.3 write in response to a wide variety of stimuli		x	x	x	x	x	x	x		x		
1.4 use the characteristics of different kinds of writing		x	x	x	x		x			x		
1.5 write in forms which include imaginative writing, and non-fiction		x	x	x	x		x			x	x	
2.1 use writing as a means of developing, organising and communicating ideas	x	x	x	x	x	x	x	x	x	x	x	
2.2 write in response to more demanding tasks and a wider range of purposes			x	x	x		x			x	x	
2.3 plan, draft and improve their work, using ICT as appropriate, and discuss and evaluate their own and others' writing			x	x	x		x				x	
2.4 develop their ability to organise and structure their writing in a variety of ways, using their experience of fiction, poetry and other texts	x	x	x	x	x	x	x	x		x		
2.8 use features of layout and presentation			x	x	x		x					
KS2 PSE	1	2	3	4	5	6	7	8	9	10	11	12
listen carefully, question and respond to others	x	x	x	x	x	x	x	x	x	x	x	x
express their views and ideas confidently, and take part in a debate	x	x	x	x	x	x	x	x	x	x	x	x
develop decision-making skills	x		x	x			x		x	x	x	x
know that people differ in what they believe is right and wrong	x								x	x	x	x
know about the process and people involved in the production, distribution and selling of goods and the role of advertising from the local to the global level	x	x	x	x	x	x	x	x	x	x	x	

Wales

Theme	Awareness & identification of advertising			Media literacy & advertising			Advertising & industry					
	1	2	3	4	5	6	7	8	9	10	11	12
Key Stage 2 continued	Topic number – see contents list on page 1											
KS2 Maths	1	2	3	4	5	6	7	8	9	10	11	12
Developing Mathematical Reasoning												
3.2 search for pattern in their results	x											
KS2 Art	1	2	3	4	5	6	7	8	9	10	11	12
1.1 describe and make comparisons between their own work and that of others		x	x									
2.1 explore, experiment with and apply the elements of the visual language of art, craft and design		x	x	x			x					
3.2 organise reference materials and resources to develop ideas and themes				x								
KS2 Music	1	2	3	4	5	6	7	8	9	10	11	12
3.1 listen attentively to their own and others' music in order to make distinctions within the musical elements						x						
3.3 listen attentively to a broad range of music in order to recognise and describe its main characteristics						x						

Northern Ireland

Theme	Awareness & identification of advertising			Media literacy & advertising			Advertising & industry					
	1	2	3	4	5	6	7	8	9	10	11	12
Key Stage 1	Topic number – see contents list on page 1											
KS1 English	1	2	3	4	5	6	7	8	9	10	11	12
Talking and listening												
a express thoughts and feelings	x	x		x		x						
b present ideas and information	x	x		x		x						
c take turns at talking and listening	x	x		x		x						
d share and co-operate in pairs and group activities	x	x		x		x						
Reading												
a listening to and understanding a range of texts which are read aloud, including those presented on tape, radio or television						x						
g making use of environmental print	x	x										
Writing												
b present ideas and information				x								
KS1 Maths	1	2	3	4	5	6	7	8	9	10	11	12
Handling data												
b collect data and record it, using real objects or drawings and talk about the outcome	x											
KS1 Music	1	2	3	4	5	6	7	8	9	10	11	12
Listening and responding												
g think and talk about the features and effects of the music they create, perform and listen to						x						
4d how music is used for different purposes						x						

Northern Ireland

Theme

Awareness & identification of advertising

Media literacy & advertising

Advertising & industry

Key Stage 2

Topic number – see contents list on page 1

KS2 English	1	2	3	4	5	6	7	8	9	10	11	12
Talking and listening												
a express thoughts and feelings	x	x	x	x	x	x	x	x	x	x	x	x
b present ideas and information		x			x		x					x
c observe the conventions of discussion	x	x	x	x	x	x	x	x	x	x	x	x
d share and co-operate in pairs or group activities	x	x	x	x	x	x	x	x	x	x	x	x
Reading												
c extend the range of their reading within and beyond the school environment and develop their own preferences					x							
e use the library and other resources, making effective use of organisational information to locate, select, evaluate and communicate information relevant to a particular task	x											
f begin to be aware of how different media present information, ideas and events in different ways		x	x	x	x	x		x	x		x	
g learn that different reading purposes require a variety of reading skills					x							
i place themselves in someone else's position and extend their capacity for sympathy and empathy	x	x		x			x				x	
j speculate on situations read about, predict what may happen or consider what might have happened had circumstances been different								x				
Writing												
a make expressive use of language when describing thoughts, feelings and imaginings		x	x	x	x	x	x	x				
b present and structure ideas, information and opinions		x	x	x	x	x	x	x		x	x	
KS2 Maths	1	2	3	4	5	6	7	8	9	10	11	12
Using mathematics												
c gather information for an activity, initially with help from the teacher; progress to identifying and obtaining the information needed to carry out their work	x											
KS2 Art and design	1	2	3	4	5	6	7	8	9	10	11	12
Investigating and realising in art and design												
a explore and respond to direct sensory experiences, and to memory and imagination			x		x		x					
d discuss and explain their ideas and work, and compare it to that of others			x		x		x					
Materials, tools and processes												
a paint and draw			x		x		x					
KS2 Music	1	2	3	4	5	6	7	8	9	10	11	12
Listening and responding												
e discuss how the elements of music are used in pieces from different periods, styles and cultures						x						

1 Advertising and you

Issues addressed

Advertising around us

Learning outcomes

- To understand the different uses of advertising, i.e. to sell, inform, persuade or put forward a point of view
- To understand that advertising is part of modern life and is sometimes controversial
- To recognise that people have different views on advertising

Resources needed



You will need enough copies of each sheet for pairs or small groups. Activity Sheet 2 will require copying onto card and cutting up before the lesson.

Curriculum links

- Take part effectively in group discussions, explaining their own views (ENGLISH/PSHE)
- Select and use data-handling skills when solving problems in other areas of the curriculum (MATHS)

Age **6-11**

If you choose to use Activity Sheet 3 as a homework exercise, you will need individual copies.

Starter



Ask the children how many advertisements they have seen so far today. Encourage them to have a guess. Then tell them to multiply their answer by three, and they'll be nearer the right answer.

Introduce the topic by explaining that pupils will be exploring how widespread advertising is, what an advertisement is and what people think about advertising.

Did you know?

The average person sees about 1500 ads per day. This includes TV commercials, outdoor billboards, bus signs, newspaper and magazine ads, radio ads and internet pop-ups and banners.

Activity

Advertising is everywhere



Ask the children to look around the classroom and start a class list of all the ads they can see. For example:

- What are they wearing? Who's wearing something with a **logo** on?
- How many different logos, ads or **product** names can they find amongst their possessions?

Where else have they seen advertising today?

- In their parents' newspaper?
- In the newsagents' window?
- On the side of a car, van or bus?
- On leaflets that have come in the post?

Plenary

How many ads have the class listed? Discuss what they think and feel about how much advertising they've found. Are they surprised by how much there is? How do they feel about providing 'free' advertising via their clothing and possessions?

Activity

What is an advertisement?



Older or more-able pupils could be asked to write down a definition of the word 'advertisement'. Then ask them to look up the word in a dictionary and compare the answers.

With younger or less-able pupils, write the following sentence on the board. Ask children to copy it down and underline the words that they think are most important.

"An advertisement is a paid message that can tell you something you need to know, or which persuades you to buy a product, or which puts forward a point of view."

Explain that the definition describes three different things that advertising can do: provide information; persuade you to buy a product; promote a point of view.

Help children to consider what a 'point of view' is by discussing how it differs from factual statements – using the question 'Could someone disagree with it?' might help.

Activity

What do ads do?



In pairs or small groups, give the children 60 seconds to brainstorm as many different advertisements as they can remember. Next, ask them to write the answers in the correct columns on Activity Sheet 1. The first row has been filled in as an example. Ask the children which column has the most entries. It will probably be the middle one. But point out that advertising can have purposes which are not commercial. (The activities in Module 3 cover this topic in more detail).

To make this task easier for younger or less-able pupils, you might like to photocopy Activity Sheet 1 as an overhead transparency and write in the answers yourself as the class suggest them.

Activity

What do you think about advertising?



Before you do this activity with the class you will need to photocopy and cut up copies of Activity Sheet 2 into separate speech bubbles.

Explain to your class that many people have strong feelings about advertising. Some think there's too much of it; some think it makes us all greedy for things we don't really need; others believe it can tell you important information and help you make good choices.

Distribute the cut-up speech bubbles from Activity Sheet 2 to pupils. You may not want to use all the speech bubbles with younger or less-able children. In pairs or small groups, ask the children to read the quotes. Each one offers a different point of view about advertising. Ask the children to sort the speech bubbles into groups – you could ask them to respond to one or more of the following prompts, depending on ability:

- Decide what sort of person might have said it – you could provide the following list of people to choose from: a teacher, an advertiser, a TV addict, a parent, a teenager, a doctor, a politician.

- Decide whether it is in favour of advertising or against it.
- Decide whether or not they agree with it. Older or more-able pupils could be encouraged to find an example that backs up their view, e.g. an advert, a newspaper story, or an experience of their own.
- Decide on the three quotes that they agree with the most, and why.

Ask the class to vote on their top three quotes. This will give a picture of what they think about advertising so far. The activity could be extended to asking the class which quotes they *disagree* with the most. You'll be coming back to some of these points of view in another activity (topic 12).

A homework research project

What do you see, and where? 3

Using the grid on Activity Sheet 3, ask the children to make a list of adverts they see or hear from the time they leave school to the time they go to bed. Younger or less-able children could just list six, while older or more-able children could list more, or as many as they can find. Remind the children that advertising is not only on television – and they won't get any extra marks for watching TV all evening!

2 What's in an ad?

Issues addressed

Reading images and words in print advertising

Learning outcomes

- To understand how words, images, colour and design are combined to create persuasive meanings in print advertising
- To develop the skills to read images as well as words
- To identify the intended audience for an ad
- To learn specialist media terminology

Resources needed



The lesson is an extended activity. It could be run over two sessions if required, with Steps 1 to 3 in the first lesson and Steps 4 and 5 in the second.

Curriculum links

- Use different features of texts to obtain meaning (ENGLISH)
- Identify words used to persuade (ENGLISH)
- Evaluate different format, layouts and presentational devices (ENGLISH)
- Take part effectively in group discussions, explaining their own views (ENGLISH/PSHE)

Age 6-11

If run as a small-group activity, each group will need photocopies of Activity Sheets 4 to 7. If run as a class activity, the images can be reproduced as overhead transparencies or via a data projector or white board. For younger or less-able pupils, fewer steps could be used.

Activity

Reading an ad

Step 1: Predictions



You will need to block out the second picture on the page. Show the class the first frame in the top half of Activity Sheet 4. This image is a small section taken from the top left-hand side of a magazine advertisement. From the clues in the image, what

else do they think might be happening in the advert? Encourage the children to try and explain why they think this.

Explain that, in this lesson, they're going to practise reading an advertisement in **five steps**. They've just done Step 1. But this is reading with a difference because they'll be reading pictures rather than words – and they'll be doing some detective work to find out what the advert is *selling*. If appropriate, refer back to Topic 1 to remind them of the different functions of advertising.

Step 2: Looking outside the frame



Now show more of the ad (the frame on the second half of Activity Sheet 4). Ask them if their ideas have changed at all, and ask why. Older or more-able pupils could try drawing what they think the complete advert will look like. Encourage younger or less-able pupils to have a guess at what the ad might be selling.

Step 3: Clues in the copy



Now show the class a little more of the advert (the frame on Activity Sheet 5). Point out that this time there's some extra information – words. Explain that the words used in print adverts, which tell you about the product being sold, are called **copy**. This copy is incomplete – only part of the sentence is visible.

- Can they work out what the rest of the sentence might be? They could add it to the picture; or just ask the class to guess.

Draw pupils' attention to the style of the lettering. Explain that different types of lettering are used for different purposes. The different styles are called **fonts**. Look at different types of lettering used in the classroom and discuss why they are being used: for clarity, simplicity, striking appearance, decoration, etc.

- Ask pupils what they notice about the style of lettering used in the advert. Ask older or more-able pupils to write a sentence describing the font, and a sentence describing its **effect** – how it makes them feel, and what else it reminds them of. Younger or less-able pupils can be encouraged to talk about their responses to the font.

Plenary

Ask the class what they think the advert is selling. Ask them to give reasons for their suggestions.

Step 4: The missing links



Show the next frame (Activity Sheet 6). The advert is still not quite complete. Ask the class to guess what kind of product this advert is selling. Did it match what they thought earlier?

- Discuss all the new bits of information that have helped them to work out what the product is.
- Ask what's still missing from the ad. Make a class list of anything else you would expect to see, and any further information you might want about the product.
- Highlight the fact that this is a black and white reproduction of the image. What sorts of colours might be used in the final ad – for example, on the lettering, the people, the spray can? Ask the children to say why they think so.

Step 5: Reading the whole ad



Show the whole advertisement, full size. A black and white version is available on Activity Sheet 7, and a colour version can be found on the DVD. Talk about some of the decisions the advertisers have made about how to present the product. For example, you might discuss some of the following points:

- The name of the product: how does it look? How does it sound – and why *this* name?
- The copy in the middle of the ad: what is it telling you to do?

- The copy at the bottom of the ad: which words stand out, and why? What different adjectives are used to make the product appealing?
- The website address: why is this included? What would you expect to find on the website?
- The 'look' and style of the ad: is this ad different from other ads for hair products that pupils have seen? Why did the designers choose the style of artwork? What sort of clothes are the models wearing? How are they posed against the background?
- The audience for the ad: who do they think this ad is trying to sell to? What clues did they use?
- The ad as a whole: ask what it suggests about ColourFX as a product, and about the people who use it.

Homework project

A new look for ColourFX

Ask pupils to imagine they are the designers of the ColourFX ad. They have been asked to provide a new version of the ad to go into magazines around the Christmas holidays (or any other holiday or event that you think is appropriate for your class). They can use the same style and format, but to fit in with the theme, they'll need to change the images, the copy and maybe even the colours of the ad. Either:

1) Ask pupils to write down their ideas for their new version, explaining how and why their suggestions would help to sell the product.

Or:

2) Pupils could make a rough drawing of their new ad, and label it with arrows and short sentences to explain the changes they have made, and why they think they would be successful.

3 Play the amazing ads game!

Issues addressed

Combining simple elements to create an advert

Learning outcomes

- To consider how different elements can be combined to make an advert
- To understand that ads are targeted at specific consumer groups
- To recognise that they are placed in a variety of media – print, TV, radio, online, outdoor sites, etc – as appropriate to the intended audience
- To consider how ads use visual images, sound and words creatively to get across meanings

Resources needed



Both Activity Sheets should be photocopied onto card and cut up (only one complete set is required).

Curriculum links

- Take part effectively in group discussions, explaining their own views (ENGLISH/PSHE)
- Use elements of design to communicate ideas and feelings (ART/D&T)

Age 6-11

Using a different colour card for each element will make them easier to identify.

Each group will also require materials for their presentation, such as large sheets of paper and colouring pens.

Starter



Ask the whole class – in groups or individually – to brainstorm six things they know, or have learned, about advertising so far.

Activity

Play the amazing ad game!



Explain that, in groups of four, they're now going to plan their own advertisement. But there are some rules to follow, and an element of chance is involved. Give each group three cards:

- A **media** card, indicating where they will be advertising their product
- A **consumer** card, which tells them the sort of person they will be trying to persuade to buy their product
- A picture card showing an image or idea they must use in their advertisement to help them sell the product

To make the task easier for younger or less-able children, you could let the groups pick their own image or media type.

Explain that their job is to use the image to create an advert in the media, which successfully sells their product to their consumer. The suggested product is **milk**. You could make the game harder or easier by specifying different products to each group, e.g. soap, trainers, car, chocolate, recycling.

Tell them that the rules are:

1. Each group's advertisement must be designed for the media specified.
2. Each group must create a name for the product. Then write at least 10 further words, which will help to make the product memorable and appealing to the consumer group on its consumer card (this might be quite difficult so you may need to give prompts).

3. The ad can be serious, funny, unusual, or original – but the group must complete it in a time limit of 20 minutes.

Emphasise that the point is to produce an idea as quickly as possible and that it doesn't matter whether it works or not. They are experimenting with different ideas and effects – encourage them to have fun doing it!

Activity

Presenting the advert



When the 20 minutes are up, give the children 10 minutes to prepare to present their advert to the class. To do this, they could:

- Act out their advertisement in a mini TV commercial
- Draw their advert on a big sheet of paper with arrows showing how it works
- Draw a storyboard for a TV commercial, using matchstick people to show the action
- Describe their advert in words

Ask each group to present their advert and explain whether or not they think their advert would be successful in selling the product to their consumer group. Does the rest of the class agree?

4

Ads that sell ideas

Issues addressed

How advertising uses creative elements to convey feelings and ideas

Learning outcomes

- To understand how images are used symbolically or metaphorically in advertising to create emotional impact
- To understand that the emotional impact of advertising is constructed and when successful it is transferred to the featured product, brand, etc.

Resources needed



Each group will need at least one copy of the Activity Sheets.

Curriculum links

- Group discussion and interaction (ENGLISH)
- Imagine and explore feelings and ideas (ENGLISH)
- Choose form and content to suit a particular purpose (ENGLISH)

Age 10-11

You will also need some images of animals to discuss with the class – from story books, posters, magazines, etc.

Starter



With the class, look at some images of animals and the ideas or feelings associated with them, e.g. elephant, tiger, tortoise, fox. Explain that the lesson will look at how animals are used in advertising. Working in small groups, the pupils will experiment with using animals in different types of advertising, and think about the different sorts of messages that advertisers can create using animals.

Activity

Creature feature



Step 1



Give each group the name of one animal from this list: kitten, snake, polar bear, owl, frog. Give the groups about five minutes to talk about their animal. Older or more-able pupils could create a spray diagram of everything they associate with their animal – ideas, stories, memories, or feelings. Activity Sheet 10 is an example. Encourage younger or less-able pupils to talk about their ideas and write them on the board.

Step 2



Play clips 2-6 to show the groups an image of their creature. Explain that they are going to turn it into a poster advert. Some examples of advertisements they could make are: an ad for a holiday in a nature reserve, a new pet food, a garden centre, a zoo, or for the RSPCA (Royal Society for the Prevention of Cruelty to Animals).

Step 3



Pupils should think of a **name** for their animal or for the product, and a **slogan** for the advert. Explain that the slogan should be:

- Eye-catching, to get their audience's attention
- Easy to remember
- About the thing they are advertising!

Step 4



Ask the children to write some **copy** for their ad, explaining what they're advertising. Ask them to think about:

- What their **audience** needs to know
- The ideas they discussed earlier about their animal. Can they include any of these ideas in their copy?

Step 5



Pupils can now draft a rough **design** for their ad, showing where the picture, slogan and copy will go. Younger or less-able pupils may need help with this – show them examples of real ads to give them some ideas.

Step 6



Now they're going to make their ad! Pupils should sketch out the animal image, positioning it in a suitable place on the page. Then add the slogan and copy. Encourage older or more-able pupils to think about the following:

- The style of lettering: capitals or lower-case?
- Ordinary print-type writing, or a special **font** like bubble-writing or shadow-writing (this could be an opportunity to use the different fonts on the computer)
- What colours will they use for the slogan and copy? Is there a colour that suits their animal, or a suitable contrasting colour?

Plenary

The activity can be extended by comparing all the different ads. This can be part of the follow-up, if there's no time left in the first session. The ads could be mounted on the wall as a display. The class can discuss the different techniques and ideas used. Are there any similarities between different ads for the same product? Or between different ads using the same animal?

Follow-up session

What did the real advertisers do with these animals?



Show the DVD clips of the actual ads (clips 7-11). Discuss with the class the way the professional advertisers used the same images, and the products they advertised. These could be shown one at a time, or the whole sequence could be shown and discussed afterwards. Discuss the children's first impressions – here are some prompt questions:

- Which advert surprised them the most – and why?
- Which advert seems the most like their own ad?
- Which advert used an animal in the most unusual way?
- Which ads are selling products?
- Which ads are selling ideas about a company?
- Which ads are trying to change the way we think or feel?

These are hard questions to answer. Encourage the children to fill in the gaps in the chart on Activity Sheet 11.

Plenary

Remind the class that when we talk about advertising, we usually think of products – things that are bought or sold. Adverts tell us about these products, and encourage us to buy them. But advertisements can do more than that. Refer back to Topic 1 on the different function of adverts. They can also:

- Tell us about the **companies** that make the products, to encourage us to use the company's products and services – for example, Orange, Sainsbury's, Barclays Bank.
- Give us **important information** about things such as health, safety, or money – for example, from the government, the National Health Service, or the Inland Revenue.
- Draw attention to a **charity**, a **cause** or **problem** in the world, or a **campaign**, – for example, the NSPCC (National Society for the Prevention of Cruelty to Children), a humanitarian crisis, or the environment.

Discuss the fact that, sometimes, advertisers do more than one of these things in the same ad. Ask the class to come up with examples.

Activity

What have you learned?



What do pupils think are the most important things they've learned from the two sessions? Using Activity Sheet 12, ask the class to choose the three speech bubbles that they think are the

5 Learning the language of TV advertising

Issues addressed

Reading the audiovisual elements of television advertisements

Learning outcomes

- To understand the basic construction of a commercial
- To become familiar with camera shots, angles and functions of editing, and the media language that describes them

Resources needed



You will need enough copies of Activity Sheet 13 for each pupil, and enough copies of

Curriculum links

- Draw on different features of text, including print, sound and image, to obtain meaning (ENGLISH)
- Plan and draft using visual prompts (ENGLISH)
- Make presentations and take part in group discussions (ENGLISH/PSHE)
- Use a variety of methods and approaches to communicate ideas (D&T, Art)

Age 7-11

Activity Sheets 14 and 15 for each group. Pupils will also need scissors, glue and sugar paper for the final activity.

Starter



Ask the class to list the different elements that make up a TV advert (e.g. image, sound, setting, music, colour, characters, etc). Write the list up on the board.

Explain that in this lesson pupils will be practising their skills in reading moving images in TV commercials. They will learn how camerawork, lighting and sound are used in advertising, and about how different **shots** and effects are edited or put together to tell a story. Finally, they will do an activity where they will change, or re-edit, the shots in an ad to tell a different sort of story.

Activity

How well do you watch?



Watch the reel of Oxo advertising on the DVD (clip 12). Ask the class how well they can remember the last advert on the reel. Younger or less-able pupils could talk about their ideas, which can be written on the board. Challenge older or more-able pupils to write down what happens in the advert. Prompt them to compare their version with their neighbour's. Did they both

remember the same things? This part of the activity can be varied or extended to test pupils' powers of observation and memory, by asking the class to answer some of the following questions:

- At what time of day is the advert set?
- What colour is Mum's cardigan?
- What other colours do you notice?
- What drinks are on the table?
- What music is used in the ad?
- What is the last view of the family we see?
- Can you remember the slogan at the end of the ad?
- How long is the ad, in minutes/seconds?

Now run the final Oxo advert again (clip 13), so that the class can check their answers.

Plenary

Discuss the children's responses to the ad. Did they remember most of it or not very much? What made it memorable (or not)? What did they like or dislike about the ad? How would they have made it differently?

Activity

How do you think this advert was made?



Activity Sheet 13 lists a number of statements about the way the Oxo advert was made. Some are true, others are not. Ask the children to guess which ones are true and which are false by putting a tick in the relevant column. This could be approached as a class discussion exercise with younger or less-able pupils. (Answers: F, F, T, T, F, T, T, T, F, T, T, F)

Activity

Spot the edits



Re-run the final Oxo ad again. This time, ask the children to watch very closely: every time the picture changes from one shot to another, they should clap their hands. This could be done more than once if necessary. This is a very useful trick to work out how a scene or programme is put together from many different shots. This process is called **editing**.

Plenary

Discuss with the class how often they clapped. Highlight how the pace varied at different times.

Activity

Spot the different shots in the Oxo ad



Explain that there are other things to observe in television ads in addition to how fast the images come and go, as the next activity shows. Divide the class into small groups. Give each group a copy of Activity Sheet 14 with 23 numbered pictures. Explain that each picture represents one camera shot in the Oxo ad. The sheet could be divided into shorter sections for younger or less-able pupils, or to shorten the activity.

Activity Sheet 14 lists the words that filmmakers use to describe the different kinds of image they use – these are called camera **shots**. Beside each word is a description of the shot. Ask the groups to match each shot to a shot name, and write the number in the right-hand column. Encourage older or more-able pupils to think about why the director of the ad has used those specific shots in these particular places.

Activity

Making a new advert



Challenge the groups to create a new advert using some of the 23 shots from the Oxo ad. Give each group the description of a different kind of advertisement for them to produce, by re-editing the shots they've already studied. Examples could be:

- A health education ad showing that it's good to eat plenty of vegetables
- A trailer for a new cookery programme about to start on TV
- An advert for a new vegetarian fast-food meal
- An advert for a new clothing range from Bloggs' supermarkets

Explain that they don't have to use all the shots, but they should try to use at least 12. This could be varied to suit the age and ability of the class.

They will need to:

- Cut out the pictures (ignoring the Oxo pack shot at the end!)
- Experiment by putting them in different orders to create different messages
- Decide which order works best, and paste them up on sugar paper
- Discuss what sort of soundtrack would work best with the new advert
- Write a script underneath the images, showing any conversation, **voice-over**, music or **sound-effects** they will use. Encourage the groups to draft the script first, before writing it up in neat.

Plenary

Each group presents their advert to the class. Encourage them to explain the choices they have made. Here are some sentence starters that might help pupils to organise the way they present their finished ad:

- Our ad is advertising...
- The story behind our ad is...
- We chose these pictures because...
- We rejected pictures... because...
- The soundtrack of our ad will be... because...
- We found this task easy/hard because ...
- From this activity we have learned that...

6 As sold on your screen

Issues addressed

More detailed consideration of images and soundtracks in television advertisements

Learning outcomes

- To understand how words, sounds, images and text combine to make meaning
- To consider how advertisements target different audiences
- To understand that the media creates certain representations of people, places, lifestyles, etc.

Curriculum links

- Make presentations and take part in group discussions (ENGLISH/PSHE)
- Draw on different features of texts, including print, sound and image, to obtain meaning (ENGLISH)
- Analyse and compare sounds (MUSIC)
- Understand how combined musical elements can be used to communicate different moods and effects (MUSIC)

Age 8-11

Resources needed



You will need enough copies of each Activity Sheet for every pupil in the class.

Activity

Sounding out

Step 1: Sounding out the soundtrack

Tell the class to listen very carefully to clip 14 on the DVD – this is the soundtrack of an advert. Ask the class what they noticed about it. For example:

- What kinds of instruments could they hear?
- What was the rhythm like?
- Did the music remind them of anything?
- How did it make them feel?
- What other sounds could they hear?
- Can they guess what is being advertised?
- Can they guess what sorts of images may have been used?
- From the music alone, what sort of people is the ad trying to reach? For example, adults or children? Male or female?

Step 2: Adding the pictures

Explain that this time they can watch the ad, and replay the Adidas advert with both sound and image (clip 15). How accurately did they guess what the different sounds meant?

- Did anything surprise them about the ad?
- Why are there no spoken words? What does it say without them?
- The slogan is “More power to you”. Why did the advertisers use this slogan?

Step 3: Pictures without sound

This time the process will be reversed. They'll be watching an ad with no sound. Ask the class to think carefully about what the soundtrack for the pictures might be. Play the DVD of the Clarks advert (clip 16) without the soundtrack.

Prompt the class to talk about the clues they used in trying to guess the soundtrack – for example:

- The setting of the ad
- The special event taking place
- The little girl – her clothing, movements, expressions
- Other people and objects they could see in the background

Step 4: Adding the soundtrack

Now they will watch the same ad again, with both pictures and sound (clip 17). How close were their guesses? Ask them:

- What does the soundtrack tell us about the product?
- Who is this ad aimed at? At children, parents or grandparents?

Step 5: Comparing the two adverts

16

Open up discussion about the two adverts. How were they similar? Both are selling footwear and use pictures and sound, but not many words. How are they different? Older or more-able pupils could fill in the chart on Activity Sheet 16 from memory.

Plenary

Review the activity with the class. What new things have they learnt? Which of the two adverts did they prefer and why?

Activity

More ad watching



Younger or less-able pupils could do a simpler version of this activity by just using the quiz in the 'Jogging your memory' section.

Explain that the class will look at the two ads they saw in the first activity again, but there are also three more to look at. Divide the class into five groups, and ask each group to look extra carefully at one ad. Tell them that they will:

- See the whole set of five ads once
- Talk in their groups, and make some notes on their own advert, using Activity Sheet 17 ('first viewing' column)
- Finally, they will watch all the ads again, adding any extra ideas in the 'second viewing' column on the activity sheet

Plenary

Encourage the groups to tell the class what they noticed about their particular ad. Did other groups notice anything else about that ad? Which one was their favourite, and why?

Activity

Jogging your memory



The plenary can be extended to include a quiz to see how much the class has remembered about the whole sequence of five ads. Marks for the quiz are in brackets by each question.

- 1 Advertisers often give their adverts nicknames. Which ad was nicknamed 'Splash'? (1)
- 2 Which ad do you think is particularly aimed at parents? (1)
- 3 Which ad features an **animation**, and how do you think it was done? (2)
- 4 Which ad features a song by Abba, which song, and why? (3)
- 5 Which ad stars a famous person, who is he, and why was he chosen? (3)

Activity

Standing in the advertisers' shoes



As an extension activity for older or more-able children, ask them to imagine they work for the advertising agency that made the advert that they've just watched. Ask them to explain to the rest of the class why they made their advert.

Suggest that they try and complete the following sentences:

- We chose this story because...
- We used these people and places because . . .
- We wanted to give the impression that our shoes were . . .
- We did this by . . .
- The people who we want to reach with this advertisement are . . .

7 From watching to making: creating your own TV ad!

Issues addressed

Creating a television advertisement, guided by a creative brief

Learning outcomes

- To create an awareness of the process and work involved in the making of an ad
- To understand issues of design and layout
- To appreciate that certain ads are designed for particular target audiences

Resources needed



Photocopy for individual or group work.

Curriculum links

- Take part in discussions with another person and a whole class and be able to listen to each other (ENGLISH & PSHE/CITIZENSHIP)
- Help pupils organise work and set priorities, both written and verbal (ENGLISH)
- Improve skills in identifying main point of a debate or presentation (ENGLISH)
- Use a variety of approaches to communicate ideas (ART/D&T)

Age 9-11

The process of 'creating' a television ad has been broken down into four steps. These can be covered in greater or lesser detail depending on your time constraints. If you have a school video camera, you could ask older children to perform and film their advert as a drama exercise.

Starter



Review previous topics, reminding the class that they've now looked at lots of print and television advertising and thought about the ways in which advertisers try to appeal to different audiences for different products. Explain that in this topic they will move from watching adverts to making one of their own.

Working in small groups on a new TV ad for a new brand of Wellington boots they will:

- Work to a **brief** in order to create a **logo**, **slogan** and **script**
- Turn the script into a **storyboard** to present their ideas in pictures
- Write instructions about how the ad will work
- Present the ad to the class and explain why the ad will appeal to its audience
- Compare the ads the groups have produced, to see how each ad appeals to a different audience

Activity

Making your own ad

Step 1: Reading the brief



Give each pupil or group a copy of Activity Sheet 18 containing the **brief**.

Explain that a brief is a set of instructions given to one person (who is to do the work) by another person (who wants the work done, but can't do it themselves). Emphasise that the instructions must be very clear. What would happen if they weren't? Read through the brief with the class to make sure everyone understands what they have to do. Draw the pupils' attention to the different features of the brief:

- 1 the **target audience** for Walker's Wellingtons
- 2 the special things (**brand values**) about the boots they need to think about
- 3 how to present the **storyboard**

Allocate each group a target audience (e.g. children, teenagers, wildlife lovers, gardeners, walkers/hikers) and ask them to write it down in the space provided on the brief.

Step 2: Planning



Show the class Activity Sheet 19 (an example of what a storyboard for a well-known car ad might look like) and ask them to brainstorm some ideas of their own. Encourage the children to work as quickly as possible at this stage to spark ideas. You could provide them with the following points to consider:

- The **logo**
- The **slogan**
- The soundtrack (music, **voice-over**, dialogue, etc)
- The people (actors/celebrities/ordinary people)
- The style (funny/dramatic/animation...)
- The story (what will happen in the ad?)

Step 3: The execution



Explain that **execution** is the term advertisers use to describe the act of carrying out – or **executing** – an instruction to produce an advert. The finished ad is often also called **the execution**.

Remind pupils that they must make sure they have thought about everything the brief asked for. Activity Sheet 20 is a list of starter sentences to fill in, to help them organise their ideas.

If they need further inspiration, you could give the class the following prompts:

- animated
- cartoon
- realistic
- actors
- humorous
- special effects
- colourful
- factual
- excitement
- black and white
- voice-over
- fictional
- characters
- dialogue (speech)
- dancing
- editing

When pupils have written out their ideas, give out copies of Activity Sheet 21 – the blank storyboard – for them to fill in.

Remind the children that:

- They don't have to be good at drawing to do a good storyboard – stick-people are fine (that's how some professionals do it!)
- The drawings must show the sort of **camera shot** they are aiming for – e.g. for a big close-up, draw a big face nearly filling the frame; for a long-shot, do little stick-people in the distance, etc
- If **dialogue** is important, write the words (**the script**) underneath the picture of the person who is speaking
- Use colours if the colour is important – e.g. for the wellies and logo. But emphasise that this is about their ideas, not perfect colouring-in!

Step 4: Presenting the storyboard to the class



When the groups have completed their storyboards, ask each one to present their ideas to the class, who represent the Senior Executives. Encourage the class to make comments and ask the presenting group questions about their ad.

Plenary

Review the activity with the class. What did they find easy or difficult? What new things did they learn? Make a class display of the completed storyboards.

8 How an ad is made

Issues addressed

The process of making a television advertisement

Learning outcomes

- To recognise that the making of an ad is a carefully constructed task
- To understand that the making of an ad involves many people doing a variety of jobs

Curriculum links

- Present spoken arguments or points of view in front of others (ENGLISH)
- Write down observations and opinions clearly and to the point (ENGLISH)
- Take part in discussions with one other person and with the whole class (ENGLISH & PSHE/CITIZENSHIP)

Resources needed



Age 8-11

Starter



Ask the class what they know about how adverts are made. Prompt them to talk about what they've learnt in previous lessons. Are there things they are puzzled about in advertising? Explain that in this lesson they will be:

- Watching a video documentary about how an ad is produced
- Looking at the way the actors prepare for their roles
- Hearing about the ideas behind the campaign and the creation of the 'new' Oxo family
- Discussing the finished ads and how they appeal to their audience.

Activity

How an ad is made



Step 1:

Show the class Section 1 of the documentary (clip 21). Afterwards, ask the pupils to write down three new things they've learned about the way a TV ad is prepared. They could discuss their findings with their neighbour or have a class discussion about them. Make a class list of all the different jobs they saw people doing. Did they find any of these surprising?

Step 2:

Show Section 2 of the documentary (clip 22): the ideas behind the new Oxo campaign. Some of the following questions could be used to stimulate discussion:

- Why did Oxo need to create a new campaign?
- What new ideas did they want to suggest about using Oxo?

- What do you notice about the ways the Oxo cubes and the cooking food are being prepared for the cameras?
- What slogan have they developed?
- Do you think this slogan works? What does it say to you?

Step 3:

Show Section 3 (clip 23): The 'new' Oxo family. Some of the following questions could be used in discussion:

- What did the advertisers find out about families from their research?
- How have they used the research in their campaign?
- What kind of family does the campaign show?
- Who seems to be doing the cooking in the documentary? How do you think the food is actually prepared?
- From what you've seen on the video, do you think the new family is successful in creating the Oxo image?

Step 4:

Finally, show the two Oxo ads (clip 24).

The class may already have seen some Oxo ads on the Media Smart DVD. The two you will be showing here – Boyfriend and Baby Spice – are part of the campaign they've just been watching. Ask the class to choose the ad they like the best, and write about it independently. Use some of the following paragraph starters to prompt ideas:

- The ad I have chosen to write about is...
- This ad shows...
- The ad tries to give the impression of a family that is...
- Oxo felt it was important to show this kind of family because...
- The advertisers wanted to change people's ideas about Oxo by...
- From watching the way the Oxo campaign was put together, I learned that...
- The things I would like to learn now are ...

9 Selling celebrities

Issues addressed

The concept of celebrity and the use of celebrities in advertising

Learning outcomes

- To understand that celebrity is a social construct
- To understand that celebrities are often created and kept in the public eye by a large team of people
- To recognise the use of celebrities in advertising and their attributes/characteristics
- To consider arguments for and against using celebrities in advertising

Curriculum links

- Speak clearly and to the point (ENGLISH)
- Take part in discussions with one other person and the whole class (ENGLISH/PSHE/CITIZENSHIP)
- Contribute to debate about topical issues (PSHE/CITIZENSHIP)
- Recognise that there are choices they can make as individuals (PSHE/CITIZENSHIP)

Age 8-11

Resources needed



You will need copies of these sheets for working individually/as pairs.

Starter



Ask the class who their favourite celebrities are. The list could be written up on the board. What do they do, e.g. sports star, film star, etc? Why do the children admire their particular celebrity? Do they imitate him or her in any way (e.g. hairstyle, clothes or activities)? Are there celebrities pupils don't like? Why don't they admire them? Does their favourite celebrity advertise anything? (Explain that they will return to this question later in the lesson.)

Activity

What is a celebrity?



Using Activity Sheet 22, ask the children to work in pairs to fill in the spaces on the sheet. It could also be used as an overhead transparency as the basis for classroom discussion.

Activity

The celebrity industry: how did they get there?



Use Activity Sheet 23 to open up class discussion about how people become celebrities and how they get exposure on TV, in advertisements, etc. Talk through the activity sheet and encourage the class to think about what effect this team of people might have on the celebrity's life. For example:

- Would the celebrity choose their own clothes or hairstyle?
- Could they decide which job they did, or which product they advertised?
- How would the pupils themselves feel about lots of people admiring them and knowing all about them? Would it always be a good thing? If not, why not?
- Are celebrities as free as they seem to be?

The class could be divided into small groups to discuss one or more of the 'helpers' on the sheet and bring their ideas back to a plenary session.

Activity

Buying Beckham

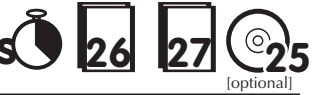


Use Activity Sheet 24 to explore what it is that makes a celebrity so attractive to the rest of us. Talk through the points on the sheet and encourage pupils to think of another feature that makes David Beckham popular, which could be added to the eighth point of the star.

The activity can be extended for older or more-able pupils to link up with the list on Activity Sheet 25 describing some of the advertisements in which Beckham has appeared. This activity sheet could also be used selectively, or divided up into sections, for group or class discussion. It could also be a homework assignment for older or more-able pupils.

Activity

Selling Posh crisps



Use Activity Sheet 26 to encourage younger or less-able pupils to discuss their ideas about selected points in a plenary session. The picture on Activity Sheet 27 could be displayed as an overhead transparency. Alternatively, a colour version of the ad is provided on the DVD (clip 25). Older or more-able pupils could work in pairs to think about the ad in more detail and bring their ideas back to a plenary session.

Activity

Using celebrities to sell



Explain that other people also influence what celebrities advertise. A celebrity can't just choose any product they like. Use Activity Sheet 28 to explore the sorts of qualities advertisers want from the celebrities they use in their ads.

Introduce the activity by reviewing their previous work on making an ad. Explain that this time they need to think about which celebrity they would choose and why. Encourage discussion of why some celebrities have been chosen for certain ads, but others wouldn't be suitable.

Younger or less-able pupils could do this activity as a whole class. It could be extended for older or more-able pupils who could work in groups to create a new advertising campaign for apples. Alternatively, you might prefer to use the activity as a homework assignment for older or more-able pupils.

Activity

How much does your celebrity influence you?



Use Activity Sheet 29 to explore with pupils how much influence their favourite celebrities have. Younger and less-able pupils could work in supportive pairs or small groups. This activity can help make pupils more aware of how far their celebrity affects their behaviour, and the decisions and choices they make. Is that influence always a good thing? If not, why not?

Activity

What should your celebrity sell?



Use Activity Sheet 30 to explore the associations pupils have between their favourite celebrity and a range of different products. The activity can open up discussion of their ideas and feelings about the links they've made, and include discussion of the moral issues involved. Why do they approve of some products but not others? Do other children in the class agree with them?

10 When ads get it wrong

Issues addressed

The rules that advertising must adhere to

Learning outcomes

- To create awareness of the principles underlying rules on advertising
- To recognise the instances when the rules are broken
- To recognise that TV advertising must be clearly separated from programme content
- To understand how to complain when the rules are broken

Curriculum links

- Widen understanding of what is considered right and wrong (PSHE/CITIZENSHIP)
- Understand how rules help the wider community (PSHE/CITIZENSHIP)
- Help pupils think and talk clearly, discussing matters in a co-operative manner (ENGLISH & PSHE)

Age 9-11

Resources needed



The Activity Sheet should be photocopied for individual or small group work, or as overhead transparencies for whole class discussion.

Starter



Review the previous lessons, reminding the class that they have learned a lot about different types of advertising and how products are advertised. Emphasise that, like all other types of media, there are rules about the way products are advertised in print, on TV and radio. In this lesson, they will:

- Talk about some of the things advertisers are not allowed to do
- Discuss who makes these rules, and why

Activity

Spot the mistake!



Ask pupils to work through Activity Sheet 31 either individually, or in pairs or groups. If they are struggling you could give the children the following prompts:

- Do you think eating sweets could *really* make you lose weight?
- Do you think it's fair that they're saying negative things about someone else's product?
- Will eating crisps *really* help you fly?
- Do you *really* think you could travel faster than sound (over 340.29 m/s) on a scooter?
- Can advertising really pretend to be a TV programme? Do you believe what TV programmes say more than adverts? Why is it important that there are laws which ensure that TV advertising is clearly separate from programme content? How is this done on TV?
- How much do flights to Spain normally cost? Is it likely that you could get there for 50p?

Discuss what each of the highlighted words in the rule means. Older or more-able pupils could look the words up in dictionaries and write down the definitions.

There are two main sets of rules governing advertising: one for broadcast advertising on TV and radio and one for print advertising, such as posters and magazine and newspaper advertising.

While the two sets of rules are slightly different, the main principles are summarised below. Advertisements must not:

- 1 Offend or upset people
- 2 Insult other products
- 3 Make untrue promises
- 4 Show dangerous behaviour
- 5 Mislead people about what the product can do
- 6 Take advantage of people's fear, ignorance or youth
- 7 Frighten people
- 8 Encourage people to break the law
- 9 Exaggerate the product
- 10 Pretend *not* to be an advert

You can find out more detailed information at these websites:

Ofcom www.ofcom.org.uk

Advertising Standards Authority www.asa.org.uk

Each of the ads on Activity Sheet 31 has broken at least one of these rules. Ask older or more-able children to look at each advertisement again and underline the part of the ad that they think is breaking the rules. Beside the ad, ask pupils to write down the number of the rule in the list above that they think has been broken, and say how the ad should be changed so it meets the rules.

Activity

Complaints about advertising



Four real-life advertisements that were recently investigated by The Advertising Standards Authority are included on the DVD. Below is a brief description of the adverts, the complaints they generated, and a summary of the ruling by the Advertising Standards Authority. You could discuss these with the class, asking pupils whether they feel that the adverts have broken the rules for print advertising; the Committee of Advertising Practice code outlined on Activity Sheet 31.

1. Vodafone (clip 26)

Date: 27th October 2004

Media: National press advertising

Complaint: Another mobile phone company objected that the claim "Free calls between your company mobiles" was misleading, because the calls were inclusive of a contract package that carried a monthly charge.

Adjudication: Complaint upheld. The Advertising Standards Authority concluded that because customers would still have to pay a monthly charge to the advertiser, those calls were not free. Therefore the claim was misleading. It told the advertisers to amend their advertising and advised them to do so with the assistance of the Code of Advertising Practice Copy Advice team.

2. Masterfoods (clip 27)

Date: 23rd June 2004

Media: Magazine, Poster, Regional press

Complaint: Members of the public objected to a poster that said "Instant Hydration... new AquaDrops™ the sweets that flood your mouth.". The advert showed a diagram of a plant-spray water bottle filled with sweets. The complainants objected that the headline claim "Instant Hydration", the brand name and the text statements were misleading and irresponsible, because they implied the product could hydrate and could encourage consumers to use the sweets as a water substitute.

Adjudication: Complaint upheld. The advertisers said they had carried out market research before the campaign, which indicated that consumers expected the sweet to be refreshing and to provide 'relief for a dry mouth'; participants confirmed that, having tried the sweets, their mouths felt 'refreshed'. The advertisers said none of the participants believed the product 'rehydrated' in the sense of providing the body with water. The Advertising Standards Authority considered that consumers normally expected hydration to imply the addition or replenishment of water, or moisture. Because the sweets did not have that effect, the Authority concluded that both the claims "Instant Hydration" and "hydrating sweets" were misleading.

3. HJ Heinz Company Ltd (clip 28)

Date: 23rd April 2003

Media: Magazine, Poster

Complaint: The complainants objected to a poster and a magazine advertisement that featured a can of tomato soup with tomatoes protruding from each end of the can. The advertisement was headlined "5-A-DAY THE HEINZ WAY". Complainants suggested it misleadingly implied that the fruit and vegetables in the advertised products were healthy and equivalent to fresh fruit and vegetables and challenged the implication in the advertisement that Heinz Tomato Soup counted as two portions of the recommended daily five portions of fruit and vegetables.

Adjudication: Complaint upheld. The Advertising Standards Authority considered that to suggest that the advertised soup counted towards more than one portion of the recommended five daily portions of fruit and vegetables exaggerated the contribution of the advertised product as part of a healthy, balanced diet.

4. Kellogg's Fruit Winders (clip 29)

Date: 27th October 2004

Media: Packaging (please note that a print advert is used on the DVD as an example)

Complaint: Objection to an instant win promotion on packaging for a snack, headed "Kellogg's Screamin' fruit Winders FIND FRUITY BOOTY IS THERE CASH INSIDE?". The terms and conditions of the promotion stated "UK prizes consist of 40,000 x £5 cash prizes ...". The complainant objected that it was not appropriate to use an instant cash prize to promote a product aimed at children.

Adjudication: Complaint not upheld. Kellogg's stated that most Winders purchases were made by parents who were able to choose whether the product was suitable for their children. They said that they believed a £5 cash prize was suitable for children, because it was considerably less than the average amount of weekly pocket money received by children; they stated that a recent survey had found that average pocket money was over £8. The Authority did not object to the £5 instant win prize in a sales promotion for a product aimed at children.

Activity

Who makes the rules?



Ask the class to imagine that the head teacher has decided there should be new rules about what games can be played in the playground. In groups, ask them to decide which they think would be fairer:

- For her/him to decide what games can or cannot be played in the playground, and make a set of rules by themselves or:
- For her/him to set up a committee of two pupils, a parent, a teacher, the school caretakers, a classroom helper and a dinner supervisor, to decide what can or cannot be played

Ask the class to imagine that the head teacher decides on b). They should now make a list of some rules about what can and cannot be played in the playground, e.g. football is allowed but only in one area, etc.

- What would the children do if the caretaker complained that footballs kept getting kicked at windows and smashing them?
- If the rules about skipping in one area were being broken, what would happen next?

Plenary

Explain that in this activity, pupils had to decide on a set of rules for their own playground. With the headteacher's agreement, they made a set of rules themselves. This is called **self-regulation**. The class committee would be responsible for listening to complaints. If the rules kept being broken, they would probably have to go back to the head teacher and ask her/him to step in. Your head teacher would be the **regulator**.

Explain that it's the same with most advertising. The advertising industry is **self-regulating** – within a framework of law it makes its own detailed rules. If they are broken, the **regulator** steps in.

This system is thought to be effective and flexible.

Activity

How to complain



Ask the class if they have seen any advertisement that they felt they wanted to complain about because they thought it broke the rules. What did they think was wrong with it? Explain that there may be a distinction between an advert they don't like and one that does not obey the rules set by the advertising authorities. For example, they may not like adverts encouraging children to eat Brussels sprouts, but that doesn't mean there's anything wrong with the adverts! Tell them that, even so, it is possible to complain to the people who make the rules about advertising.

Choose an ad that the class feels breaks the rules. Explain that

they can practise writing a complaint letter. Give help with some key phrases to decide exactly what the pupils want to say. The letter could be written up and displayed on the classroom wall, or written up in neat as a homework assignment.

Submitting complaints about advertising

From 1 November 2004, all complaints should be directed to:

Advertising Standards Authority

If you feel that you have been misled or offended by an advertisement in the UK, you can contact the ASA. They can help in the following situations:

- The ASA can stop misleading or offensive advertising, ensure sales promotions are run fairly, help reduce unwanted commercial mail and resolve problems with mail order purchases.

How to complain:

On the website, go to the How to Complain link, which will take you to this page: <http://www.asa.org.uk/index.asp> If you do have a copy of the advertisement, you can scan it and attach it to the complaint form online.

By Post: The Advertising Standards Authority, 2 Torrington Place, London, WC1E 7HW

Phone: 020 7580 5555 Fax: 020 7631 3051

11 Films and products

Issues addressed

Product placement within films

Learning outcomes

- To recognise that ads are not always obvious or in expected places
- To increase skill in identifying product placement
- To create awareness of methods used to make 'product placement' effective
- To understand that some people think this form of advertising is wrong

Resources needed



Curriculum links

- Encourage pupils to follow and listen to argument and debate (ENGLISH)
- Promote awareness of the ethical dimension in social matters such as advertising (PSHE/CITIZENSHIP)
- Using a variety of language skills to create persuasive arguments (ENGLISH & PSHE)

Age 8-11

Starter

Review pupils' knowledge about where advertisements are located. Ask the class to make a list of the different places they have seen advertisements and write a list on the board. Prompt

discussion of how advertisements often pop up in unexpected places. For example, on websites, at music concerts or football matches. Explain that sometimes 'ads' even appear in films – sometimes they don't even look like ads at all.

Activity

Spotting product placement



Ask the children if they've ever recognised a particular product in a film. Explain that those products are not necessarily there by accident. The companies that make these products have often paid money to make sure they're seen in the film. Ask the class if they can think of any examples of product placement in films that they've seen. Some examples could include: Scooby Doo 2 (Burger King), and the Matrix films (Nokia phones). Ask the children if they've ever seen the film *The Truman Show*, which is about an imaginary reality TV show and parodies product placement.

Show the class the stills of *Men in Black* and James Bond on the DVD (clips 36 and 37). Why do the children think that the advertisers of sunglasses and watches chose these films? To make their products seem 'cool', or expensive and high class? To promote a 'tough guy' image? What aspects of the images have these effects – for example, clothing, background, camera angle?

Explain that when advertisers include their products in films, – without actually seeming to *sell* anything – it's called **product placement**. Discuss with the class why advertisers do this.

- To make their product familiar
- To make it a 'household name'
- To make it appear more desirable
- Why might you be more likely to buy it?

Did you know? Product placement is a strategy that pays off: according to Ray-Ban, the sales of the model of sunglasses worn by Will Smith and Tommy Lee Jones in *Men in Black* have tripled since the release of that film in 1997.

Describe how sometimes you will first see products and brands in a film, and then the film characters appear in ads promoting that product or brand. For example, in the cinema you can see James Bond wearing an Omega watch, and then the actor Pierce Brosnan appears as James Bond in printed magazine ads for that company.

Activity

What product placements have you seen?



Ask the class to make a list of the product placements they've seen, and open up discussion with some of the following questions:

- Are the placements obvious or do they just help make the film seem more 'real'?
- Is the product always shown in a positive/favourable light?
- Should the negative aspects be shown more – for example, an overweight person eating pizza?
- How is product placement different from other advertisements?
- What kind of product is shown where? Who are the advertisers trying to sell to?
- Some people are unhappy about the idea of 'hidden' advertising like this. Why?

Activity

Designing a product placement strategy



In groups, ask children to put themselves in the advertisers' shoes, and explore the kind of thinking that goes into product placement. Give each group a product and explain that it is their job to come up with a strategy for placing that product in a film. Some ideas for products are:

- hair gel
- breakfast cereal
- football boots
- personal stereo
- fashion magazine
- designer t-shirt
- pet food

Ask the groups to think about the following questions:

- Who do you think buys this product? What is your **target audience**?
- What kind of film or character would you want your product to be associated with?
- In what kind of scene would you place the product?

Also ask them to think about what would *not* work, and what they would do differently if they were selling a different product, for example a football club t-shirt instead of a designer t-shirt.

12 The controversies surrounding advertising

Issues addressed

Opinions and concerns held by different people about advertising

Learning outcomes

- To understand that different people hold different views about advertising and that it can be a controversial issue
- To become confident in formulating and communicating opinions and ideas

Resources needed



A cassette recorder, a microphone, and a blank tape for the radio phone-in.

Curriculum links

- Identify the key points in a discussion (ENGLISH)
- Contribute to group discussion and interaction (ENGLISH/PSHE)
- Create, adapt and sustain different roles (DRAMA)

Age 7-11

Starter



Ask the children whether they have read or seen news reports on the debate about advertising. Emphasise that there is a wide range of opinions about advertising. Explain that they are going to explore these different views by:

- Watching a series of short interviews
- Comparing their own ideas with the rest of the class
- Preparing for a radio phone-in show to discuss their own and the class's views on advertising
- Taking part in a radio phone-in on the Make Your Mind Up Show that the class will stage

Main Activity

What do other people say about advertising?



Show the short interviews on the DVD (clip 38).

The interviewees are:

- Malcolm Earnshaw, Incorporated Society of British Advertisers
- Sue Dibb, National Consumer Council

Divide the class into pairs, and ask them to decide whether each interviewee is for or against advertising and why. Do pupils agree with any of the opinions? Ask them to tell their partner why. Encourage them to write down their answers, which will be useful in the next activity.

Activity

The make your mind up! radio phone-in show



Explain that in this role play, pupils are going to take part in a radio phone-in show called *The Make Your Mind Up! Show*. You could be the host of the show, whilst the children are the callers. Each pupil can decide what sort of caller they are going to be. Use Activity Sheet 32 to help the children to prepare for the phone in.

Recording the phone-in

Explain that pupils will need to listen very carefully to what you say during the recording. When you ask them to speak, they need to say who they are, and why they are interested in this topic, and then explain their ideas. Emphasise that they need to be prepared for you

- to challenge their ideas
- to ask them to explain further or provide an example
- to ask for their opinions if they haven't called in yet

Make Your Mind Up!

Introduce the show, explaining that this week callers are invited to phone in with their views on advertising, and then open up the lines to callers.

At the end of the show, summarise some of the points that the different callers have raised, and then ask the children to vote on some of the solutions that have been proposed during the show. And finally, when the show is over, play it back and listen to all the different views that have been raised.

Glossary

Animation	– still drawings or models, arranged into frames and filmed together to create moving images. This is now often done on a computer	Font	– style of lettering
Audience	– the people who read, watch or listen to a programme or advertisement	Logo	– a unique design used by a company, organisation or product to identify itself
Brand	– a type of product made by a company under a particular name	Media	– the means of communication. Generally refers to television, radio and newspapers. The internet is a new media form
Brand values	– the feelings, messages or ideas associated with a brand	Product	– an item that is for sale
Brief	– a set of instructions	Script	– the written words for a performance
Consumer	– someone who buys a product or service from a company	Shots	– an image sequence photographed continuously by one camera
Copy	– the words in a printed advertisement	Slogan	– a short memorable phrase
Design	– the way an advert looks – this is affected by the layout, any illustrations, the colours and the font used	Sound effects	– a sound other than speech or music used in an advert
Dialogue	– a conversation between two or more people in an advert (or film, play or television programme)	Storyboard	– a sequence of drawings representing the shots planned for an advertisement
		Target audience	– the particular type of people (e.g. children, women, animal-lovers, etc) that an advertiser would most like to reach
		Voice-over	– the spoken words in an advertisement, not accompanied by an image of the speaker

Be Advise 2 feedback form

fax to 020 7229 6630

Our aim is to provide you with world-class media literacy resources. For this reason, we would like to ask for your help in completing this response card.

Please tell us what you think of Be Advise 2 and return this form by fax to 020 7229 6630.

All respondents will be entered into a prize draw to win one of 20 in-school games developed by Hasbro – The Game of Life Media Smart Edition.

Personal details

Name:

Job title:

Name of school:

Address of school:

.....

..... Postcode:

Telephone:

Fax:

Email:

1. Please use the key below to rate specific elements of the pack: (please circle the letter that best fits your opinion)

A = Extremely valuable B = Very useful
C = Useful D = Not very useful

Teacher notes in general	A	B	C	D
Curriculum mapping	A	B	C	D
Suggested routes	A	B	C	D
DVD	A	B	C	D
Activity sheets	A	B	C	D
Overall rating	A	B	C	D

2. Be Advise 2 includes real examples of advertising. Do you think this made the pack more effective than if it had contained fictional examples?

.....
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.....
.....

3. With which age range did you/will you use this resource? (please tick all that apply)

<input type="checkbox"/> 6yrs	<input type="checkbox"/> 7yrs
<input type="checkbox"/> 8yrs	<input type="checkbox"/> 9yrs
<input type="checkbox"/> 10yrs	<input type="checkbox"/> 11yrs

4. What is the total number of pupils you have taught/will teach with this pack?

.....

5. How much teaching time did/will the resource provide you with?

.....
.....
.....
.....

6. Will you use the resource again? (please circle)

Yes No

7. Will you pass/have you passed the resource to other teachers? (please circle)

Yes No

8. How useful was Be Advise 2 in helping your pupils to understand the following issues: (please circle)

A = Extremely valuable B = Very useful
C = Useful D = Not very useful

- Advertisers targeting products for specific audiences A B C D
- Production of advertising A B C D
- Language of advertising A B C D
- Values and lifestyles associated with product advertising A B C D

9. How useful was Be Advise 2 in helping your pupils to understand the following advertising techniques: (please circle)

A = Extremely valuable B = Very useful
C = Useful D = Not very useful

- Use of celebrities in advertising (commercial and non-commercial) A B C D
- Media tie-ins – films/children’s characters A B C D
- Programme characters and advertising-generated characters A B C D
- Animation – blurring of ‘real life’ situations with fantasy A B C D
- Premiums in fast-food advertising A B C D

10. We value your opinion. Please give any additional comments on the Be Advise 2 resource.

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11. Which topics would you like to see developed in future in-school materials?

More materials on advertising (direct continuation from this pack, Be Advise 2)

- Specific advertising formats
- Internet
- Direct mail
- Spam
- Other

Internet and child internet safety

News and factual reporting (newspapers, websites, TV news channels, documentary)

Other suggestions

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12. Media Smart is considering running media literacy teacher training. Would this be of interest? (please circle)

Yes No

13. If yes, would you like to be contacted regarding upcoming teacher training sessions? (please circle)

Yes No

