



Be Advise 2  
Helping children to watch wisely

# Module 2

Advertising aimed at children

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



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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.<sup>1</sup>

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

<sup>1</sup> 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 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](http://www.visit4info.com)
- [www.creativeclub.co.uk](http://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

### Media Smart is supported by the following organisations:

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

Topic number –  
see contents list on page 1

KS2 English	1	2	3	4	5	6	7	8
<b>Speaking</b>								
1a use vocabulary and syntax that enables them to communicate more complex meanings					x			
1d show clear shape and organisation with an introduction and an end		x	x			x	x	x
<b>Listening</b>								
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
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
2d identify features of language used for a specific purpose	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
<b>Group discussion and interaction</b>								
3a make contributions relevant to the topic and take turns in discussion	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	
3c quantify or justify what they think after listening to others' questions or accounts	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
<b>Breadth of study: listening</b>								
9b Opportunities to listen to recordings	x	x	x	x		x	x	x
<b>Breadth of study: group discussion and interaction</b>								
10c explaining, reporting, evaluating	x	x	x	x	x		x	x
<b>Reading</b>								
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					
3f distinguish between fact and opinion		x						
5b identify words associated with reason, persuasion, argument, explanation, instruction and description	x	x	x	x		x	x	
5f evaluate different formats, layouts and presentational devices	x	x	x	x				
9c Range should include newspapers, magazines, articles, leaflets, brochures, advertisements	x	x	x	x	x	x	x	
<b>Writing</b>								
1a choose form and content to suit a particular purpose				x				
1b broaden their vocabulary and use it in inventive ways				x	x	x		
9b to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader		x		x				
9c to persuade, focusing on how arguments and evidence are built up and language used to convince the reader		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			

# England continued

Topic number –  
see contents list on page 1

<b>KS2 PSHE and Citizenship</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
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
2a to research, discuss and debate topical issues, problems and events						x		
2k to explore how the media present information		x	x	x	x	x	x	x
<b>KS2 History</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1a place events, people and changes into correct periods of time			x					
2c to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied			x					
<b>KS2 Music</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
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

Topic number –  
see contents list on page 1

<b>English language: P3 to P6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Listening</b>								
Listening in groups	x	x	x	x		x	x	
Awareness of genre		x	x	x		x	x	
Knowledge about language	x	x	x	x		x	x	
<b>Talking</b>								
Talking in groups	x	x	x	x	x	x	x	x
Talking about experiences, feelings and opinions	x	x	x	x	x	x	x	x
Audience awareness	x	x	x	x	x	x	x	x
Knowledge about language	x	x	x	x	x	x	x	
<b>Reading</b>								
Reading for information		x	x	x	x	x	x	x
Awareness of genre	x	x	x	x	x	x	x	
Knowledge about language	x	x	x	x	x	x	x	
<b>Writing</b>								
Functional writing	x	x	x	x	x	x	x	
<b>PSD: P3 to P6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Self awareness</b>								
Identify their own values and attitudes	x					x		
<b>Inter-personal relationships</b>								
Communicate and interact with known persons; demonstrate respect and tolerance towards others	x	x	x	x	x	x	x	x
<b>Independence and inter-dependence</b>								
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		
<b>Expressive Arts, Music: P3 to P6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Observing, listening, reflecting, describing and responding		x						
<b>Environmental studies: P3 to P6</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Change, continuity, cause and effect			x					

KS2 English	1	2	3	4	5	6	7	8
<b>Oracy</b>								
1.1 talk for a range of purposes	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
1.5 participate in a wide range of drama activities, including improvisation, role-play, and the writing and performance of scripted drama			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
2.1 express themselves confidently and clearly	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 meanings	x	x	x	x	x	x	x	x
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	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
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
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
3.6 use an increasingly varied vocabulary	x		x	x	x	x		
<b>Reading</b>								
1.3 participate in both independent and shared reading of play scripts and other texts	x	x		x	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							
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	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	x
2.8 adopt appropriate strategies for a specified task		x		x	x	x	x	x
<b>Writing</b>								
1.1 write for varied purposes, understanding that writing is essential to thinking and learning, and enjoyable in itself		x		x			x	
1.3 write in response to a wide variety of stimuli		x	x	x			x	
1.4 use the characteristics of different kinds of writing				x				
2.1 use writing as a means of developing, organising and communicating ideas		x	x	x			x	x
2.2 write in response to more demanding tasks and a wider range of purposes				x				
<b>KS2 PSE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
listen carefully, question and respond to others	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
develop decision-making skills	x			x		x		
know that people differ in what they believe is right and wrong						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
<b>KS2 History</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1.1 use chronological frameworks			x					
3.1 identify the different ways in which the past is represented and interpreted			x					

# Wales continued

Topic number –  
see contents list on page 1

KS2 Music	1	2	3	4	5	6	7	8
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

Topic number –  
see contents list on page 1

KS2 Music	1	2	3	4	5	6	7	8
<b>Talking and listening</b>								
a express thoughts and feelings	x	x	x	x	x	x	x	x
b present ideas and information			x					
c observe the conventions of discussion	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
<b>Reading</b>								
f begin to be aware of how different media present information, ideas and events in different ways	x			x	x	x	x	x
g learn that different reading purposes require a variety of reading skills	x	x						
<b>Writing</b>								
a make expressive use of language when describing thoughts, feelings and imaginings		x						
b present and structure ideas, information and opinions	x	x	x	x				
<b>KS2 History</b>								
<b>Historical skills and concepts</b>								
a chronological awareness by sequencing events and changes in the periods studied			x					
b some things which have changed and some which have remained the same			x					
<b>KS2 Music</b>								
<b>Listening and responding</b>								
e discuss how the elements of music are used in pieces from different periods, styles and cultures		x						

# 1 A focus on you

## Issues addressed

Advertising aimed at children

## Learning outcomes

- To recognise that many ads are specifically directed at children
- To create awareness of the range of techniques used in ads directed at children
- To understand why advertisers think it important to appeal to children

## Resources needed



You will need copies of the Activity Sheets for class or individual work.

## Curriculum links

- Take part in discussions (ENGLISH)
- Respond to different layers of meaning in language (ENGLISH)
- Recognise choices they can make (PSHE/CITIZENSHIP)

Age 8-11

## Starter



Make a list of the class's favourite TV ads aimed at *children*. Encourage everyone in the class to nominate one favourite ad, and make a list on the board. Then take a vote by show of hands to find the top five favourite ads in the class.

In this lesson, pupils will explore advertising aimed at children, the techniques used to persuade them, and the different ways advertisers try to get children to spend their money. They will:

- Find out what the class thinks makes a good children's advert
- Study the different ways advertisers try to appeal to children
- Discuss a list of children's favourite adverts compiled by the advertisers, and compare it with their own choices

## Activity

### What makes a really good ad for children?



#### Step 1

Use Activity Sheet 1 to help pupils to explore why they like their favourite ads, and what techniques these adverts use to appeal to children of their age group. Tell them not to fill in the third column of the chart just yet, only the first two.

#### Step 2

Then use Activity Sheet 2 to encourage pupils to think more about the techniques that advertisers use. How much do they like or dislike the techniques listed on the sheet? Why do the children like or dislike them? Ask the class to vote by show of hands on their favourite advertising technique.

#### Step 3

Explain that advertisers do lots of work to find out all about children and what they like. They do this because they believe that if they can entertain children with things they care about, then they'll like the ads, and will be more interested in the product.

Advertisers are very keen to know what children like to see in adverts. They have researched some of the ideas that appeal to children, and they often use them in adverts.

Use Activity Sheet 3 to open up discussion about the ideas behind the ads that children like. You could prompt them to talk about adverts for cereals (such as the Frosties ads with Tony the Tiger), adverts for sweets (such as Milky Bar) or adverts for toys that they have seen recently. Explain that it's not just the look or style of the ad that's important, it's also the content. There are a number of different sorts of *situations* that advertisers believe children enjoy watching, so they put them into the adverts aimed at children. These are sometimes called **appeals**. Ask the class these questions:

- Do they agree with the advertisers' list?
- Are there any ideas the class *doesn't* like?
- Did they come up with any ideas that are *not* included in this list?

#### Step 4

Finally, ask the children to fill in the third column of their Top Five Chart (on Activity Sheet 1), to explain why they find each of their top five ads appealing.

## Activity

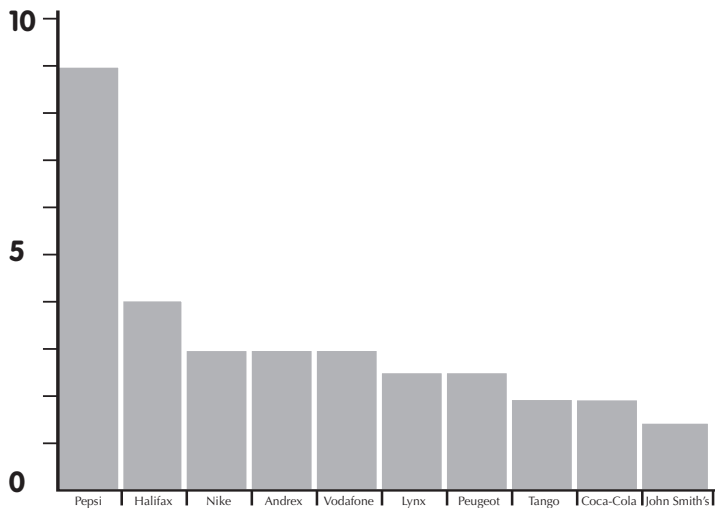
### Children's favourite ads



Show the class the reel of ads on clip 1– the Andrex, Halifax, Peugeot and Vodaphone ads which were voted among the top ten favourite ads for children in a recent poll. Then ask them to fill in Activity Sheet 4 and open up discussion by asking whether they preferred the ads aimed at children, or those aimed at grown-ups. If they preferred those aimed at adults, why? Do they think it's a good idea for advertisers to use techniques that appeal to children in ads aimed at grown-ups? Why might advertisers do this? Do they believe that if they appeal to children now, they'll buy the product when they're old enough?

Now show the ads again and ask the class to write down some of the techniques and appeals that have been used. How many of them have they already talked about? Ask the class to vote on their own top ten for these ads and write the list on the board.

Finally, compare the class list with the results of the survey. Can they work out why 7- to 10-year-olds chose this order for their top ten ads?



This activity can be extended for older or more-able pupils by asking them to fill out Activity Sheet 5, either in class or as a homework assignment, and discussing selected parts of it in class.

## 2 Toy advertising

### Issues addressed

How audiovisual elements are used in TV ads for toys

### Learning outcomes

- To recognise how ads for toys are made to appeal to children
- To identify how different parts of an ad, e.g. music, images, etc are closely combined
- To understand that each part has been carefully chosen on the basis of its appeal to different age groups and genders

### Resources needed



You will need copies of the Activity Sheet for individual/pair work.

### Curriculum links

- Work co-operatively with one other person and in a small group (PSHE/CITIZENSHIP)
- Take part in discussions (ENGLISH)
- Increase skills in speaking and listening (ENGLISH)
- Analyse and compare the elements of sound (MUSIC)

Age 8-11

### Starter



Review learning about how advertisers try to make their products attractive to children (Topic 1). Then ask the class about their favourite toys. What do they like about them? How did they find out about these toys? Were they advertised on TV or in magazines? Why did they want them? Was it because their friends had them? If it was the adverts that attracted them, what did they like about these? Explain that in this lesson they will explore how toy advertisers try to make their adverts appealing to children. They will look closely at two toy ads to see how images, words, music, captions and **logo** are combined.

### Activity

## Barbie and Hotwheels toy adverts



### Step 1: Sounding out the soundtrack

Tell the class that they will need to listen very carefully to the **soundtrack** of an advert. Play the Barbie advert soundtrack on the DVD (clip 2). 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 which toy is being advertised?
- Can they guess what sorts of images might have been used?
- From the music alone, who is the ad trying to reach? Boys or girls?

### Step 2: Adding the pictures

Explain that this time they can watch the ad: replay the adverts with both images and soundtrack (clip 3). How accurately did they guess what the different sounds meant?

- Did they recognise the ad?
- Did anything surprise them about the ad?

### Step 3: Pictures without sound

Explain that 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 clip of the Hotwheels advert without the soundtrack (clip 4). Prompt the class to talk about the clues they used in trying to guess the soundtrack – for example:

- The setting of the ad
- What is happening in the ad
- The people in the ad: their actions, movements and expressions
- Other people and objects they could see in the background

### Step 4: Adding the soundtrack

Explain that this time they will watch the same ad again, with both pictures and sound (clip 5). 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

Open up discussion about the two adverts. How were they similar? Both are selling toys. How are they different? Older or more-able pupils could fill in the blank spaces on the chart on Activity Sheet 6 from memory; other pupils could watch the ads one more time and complete the chart.

### Plenary

Review the class' experience of the activity. What new things have they learned? Which of the two adverts did they prefer and why?

## 3 Toy advertising through time

### Issues addressed

How some advertising techniques have changed over time

### Learning outcomes

- To recognise how advertising has changed over time
- To recognise how advertisers use increasingly sophisticated techniques to make ads more successful and appealing to children
- To understand the technical terms used by those who make ads
- To understand what is meant by 'editing' an ad

### Resources needed



Photocopy sheets for group or individual work. Each group will need sugar paper and glue for Activity Sheet 7

### Curriculum links

- Use visual and written materials in different formats (ENGLISH/ART)
- Help pupils recognise change over time and the influences behind such changes (HISTORY)
- Work co-operatively with one other person and in a small group (PSHE/CITIZENSHIP)
- Speaking and listening (ENGLISH)

Age 8-11

### Starter



Review previous learning about what the children found appealing in adverts (Topic 1), and what they remember about toy advertising (Topic 2). Explain that some products, such as toys, are so popular that they've been bought by and for children for many years. For example, the toys they will be looking at in this lesson may have been bought by or for their own parents back in the 1970s.

In this lesson they will:

- Look at ads for very well-known toys – Action Man, My Little Pony and Operation
- Track the way the Action Man, My Little Pony and Operation brands have developed in TV commercials

### Did you know?

The first time an ad appeared on British TV was in 1955 – it was an advertisement for toothpaste.

The first toy ever advertised on television was Mr. Potato Head, which appeared on American television in 1952.

### Activity

## Tracking the changes



### Step 1

Show the DVD sequence for the three sets of ads (or just one set for younger or less-able pupils). Then ask pupils to work in groups or pairs on the stills from the ads on Activity Sheet 7, to work out the order in which the adverts should go. Which is the earliest, and which the most recent?

Pupils will probably notice lots of changes in the ads for toys. Talk about some of the changes they think are most interesting. Use some of the following ideas to help stimulate discussion:

- Historical events – things happening in the world
- Changing fashions and styles
- Family life
- Who is playing?
- Different ways of showing things
- Different forms of advertising

### Step 2

Play the same ads again, but ask each group to concentrate on just one set of ads (i.e. the Action Man ads, the My Little Pony ads or the Operation ads) As they watch the sequence, ask individuals or groups to pay special attention to one or more of the items listed on Activity Sheet 8. (These can be allocated beforehand.) Ask them to write down the things they notice in the chart on Activity Sheet 8 and try to answer some of the questions about the ads. Replay the ads for a third time, so the class can check their answers.

### Activity

## How do you think this ad was made?



### Step 1

Replay the most recent advert in the chosen sequence (i.e. clip 9 for the Action Man ad, clip 10 for the My Little Pony ad, or clip 11 for the Operation ad). Use Activity Sheet 9 to allow pupils to explore how much they know about how ads are created.

Encourage discussion by asking questions such as:

- Was there anything surprising about the ad?
- How long do they think it might have taken to make the ad?
- What do they feel about knowing how artificial the process is? (Answers to Activity Sheet 9: F, F, T, T, F, T, T, F, T, F)

### Step 2

Play the same ad again. This time, ask the class to watch very closely, and every time the picture changes from one shot to another, clap their hands. Explain that this is a very useful trick you can try out on any chunk of TV – it's a good way of working out how a scene or programme is put together from many different shots. This process is called **editing**.

### Step 3

Use Activity Sheets 10 and 11 as another quiz to find out how much pupils know about film, TV and photographs. Ask the class to look at the pictures on Activity Sheet 10 and match them to the shots listed on Activity Sheet 11. Why do they think the filmmaker has used these sorts of shots in those particular places?

For example:

- Why would a product be shown in close-up?
- Why might the whole background be included in a shot?
- What is the effect of a high-angle or low-angle shot?

### Activity

## Ads and audiences



Use Activity Sheet 12 to explore what pupils think and feel about the ads they've just watched. Play clips 3, 5, 9, 10 and 11 on the DVD again to refresh their memory if necessary.

Encourage discussion, in either groups or pairs, of their answers on the sheet. The groups could bring their ideas back to a plenary session.

# 4 Make-believe in advertising

### Issues addressed

The use of animation in toy advertising

### Learning outcomes

- To recognise that some ads are a deliberate mixture of reality and fantasy
- To understand that everything in an ad is put there on purpose to create an effect
- To develop skills in recognising the difference between reality and fantasy in ads
- To recognise the part editing plays in the creation of an ad

### Resources needed



Photocopy for pair or group work.

### Curriculum links

- Write to communicate meaning in a non-narrative context (ENGLISH)
- Take part in discussions using clear and appropriate language (ENGLISH)
- Share opinions on things that matter to them and explain their views (PSHE/CITIZENSHIP)
- Work co-operatively with one other person and in a small group (PSHE/CITIZENSHIP)

Age **8-11**

### Starter



Review learning from Topic 3 about how adverts are made. Remind pupils that it is always a very artificial process. Everything that appears in an ad is placed there deliberately to achieve a particular effect. The products are presented in different ways to appeal to different audiences, and children are one of those **target audiences**. Ask the class to list the ways in which

advertisers try to appeal to them as children – prompt them to talk about some of the techniques discussed in Topic 1.

Explain that in this lesson they are going to explore another important way in which advertisers try to make their products appealing to children. They will learn about how advertisers sometimes use the technique of **animation** to create **fantasy** worlds. Sometimes advertisers mix fantasy and reality together in the same advert. Some famous examples of this mixing of

techniques in film are Harry Potter and the Prisoner of Azkaban, Stuart Little, Thunderbirds and Scooby Doo, where computer-generated fantasy images are mixed with shots of real people. Can they think of other films in which this happens? Emphasise that the same sort of techniques are used advertising.

Pupils will learn that:

- Sometimes advertisers mix real people and animation to make a product appear more exciting
- The **setting** in which a product is shown adds to the appearance of fantasy
- Editing plays an important role in mixing animation and 'real' shots

### Activity

## Fantasy and Reality



Explain that sometimes advertisers use a mixture of techniques to appeal to children, which enhance the attractiveness of a product. Very often this is used to create a magical context, which the advertiser wants kids to associate with the product.

Play the DVD of the Barbie advert (clip 12) and ask the children to work through the questions on Activity Sheet 13. The questions could be divided up between the pairs or groups. The advert will need to be replayed during the course of the activity.

### Plenary

Ask the groups or pairs to discuss their ideas with the rest of the class. Ask the class how they felt about the mixing of fantasy and reality in the ad. Is it a good idea to mix them? What's the difference between using those techniques together in a film and using them in advertising?

Prompt the children to consider issues such as being honest in advertising. The Advertising Standards Authority states that adverts must not mislead people about what the product can do. How could this be affected by mixing fantasy and reality in a children's advert? Topic 10 in Module 1 covers this topic in more detail.

# 5 Characters created for advertising

### Issues addressed

The use of characters created to advertise a product

### Learning outcomes

- To recognise that advertisers invent appealing characters to promote their products
- To recognise that advertisers aim to give just the right kind of personality to these characters so that children will find them easy to remember and associate them with the particular product
- To develop skills in 'reading' an ad through its colours, slogans, placing of pictures and choice of 'character'

### Resources needed



Activity Sheet 14 can be reproduced as an overhead transparency

### Curriculum links

- When listening to others, respond and build on their ideas and views constructively (ENGLISH/PSHE)
- Make use of various strategies to present an argument, both spoken and written (ENGLISH)
- Work co-operatively with a small group or one other person (PSHE/CITIZENSHIP)

### Age 8-11

Photocopy Activity Sheet 15 for pair or group work

### Starter



Ask pupils whether they have a favourite character that is associated with a product they buy. For example, the Andrex toilet paper puppy is very popular with children. Why? Can they think of any others they like? Is their character human or animal, or something else? Why do they like their particular character?

Review learning from Topic 4, where pupils learnt how animation is used in TV adverts to appeal to children. Tell pupils that in this lesson they will look at a character in print advertising, and learn about what advertisers are trying to do by using this technique. They will learn that:

- Animals convey certain characteristics that advertisers try to associate with products

- Advertising characters can be altered to fit into the latest advert or product offer

Explain that sometimes, advertisers choose to create their own, unique characters for their products, instead of using other characters that children already know, and trying to associate those with their products. These product-specific characters help children to remember a product better, and often associate a personality or character with an advertiser's product.

## Activity

# Tony the Tiger



Show the class the print advert for Kellogg's Frosties (Activity Sheet 14). A colour version can be found on clip 13 of the DVD. Ask the class what they notice about it. Ask them to analyse it, using previous learning: the colours, the way the pictures are placed, Tony the Tiger himself, the **copy**, and the placing of the packs of cereal.

Then, divide the class into pairs or groups and, using Activity Sheet 15, ask them to discuss the questions on the sheet and bring their ideas back to a plenary session.

## Plenary

Open up the discussion by asking the children what they thought and felt about the ad itself. What about the fact that it's aimed at boys rather than girls? Would they buy it for the free CD-ROM? Do they think the ad is effective? Would they do what the advertisers want them to do? If they don't like the ad, why not?

Recap the learning by emphasising that a lot of advertising works on the same principle as this one: that is, products are often associated with things with which they are not actually directly connected. The advertisers want to:

- create a link in our minds between their product and something else desirable, such as a CD-ROM, or a quality such as toughness
- make us remember *their* product rather than other similar ones.

## 6 Toys in fast food advertising

### Issues addressed

Issues surrounding the use of premiums (free toys) in fast food advertising aimed at children

### Learning outcomes

- To recognise that free toys are used as a promotional technique
- To understand how fast food companies in particular advertise their food to children using collectable free toys
- To consider arguments for and against using 'premiums'

### Resources needed



Photocopy 16 and 17 for pair or group work

### Curriculum links

- Think about the different ways language can be used (ENGLISH)
- Speak to the point in a discussion (ENGLISH)
- Recognise that children can make informed choices (PSHE/CITIZENSHIP)
- Listen to other people and take part in debates (PSHE/CITIZENSHIP)

Age 8-11

## Starter



Review learning from Topics 1, 4 and 5, reminding pupils how techniques such as animation and characters are used by advertisers to make their products appealing to children.

Introduce the topic by asking the class how often they go to fast-food restaurants. What do they like about going there? Is it the food, the surroundings – or the free gifts and toys? What sorts of toys or gifts have they, or people they know, brought home in the past few months, and how many? Write a list on the board.

Explain that these free gifts or toys are known by advertisers as **premiums**. They are provided to encourage people to buy the product that they are given away with. In many cases, free toys are given away with children's fast food meals. That way they sell more of their own product, the fast food. They hope that children will prefer the toys they offer rather than those offered by other companies in the fast food business. In this lesson, pupils will learn that:

- Toys are used to sell food
- Adverts may focus on the premium (the toy being given away) instead of the food – even if it is a food company

- A series of different toys featuring the same character or film are used to encourage children to go back and collect each one.

## Activity

# What's it selling?



Emphasise that, sometimes, advertisers seem to be selling one thing, but in fact they are really trying to sell something else. Explain that pupils will now watch an advert that does this.

Show the first part of the Burger King advert (clip 14). Ask the class to guess what they think it's selling, then play the rest of the advert (clips 15 and 16). Point out that, at first, it looked like a film advert, but in fact this is a food advert for the fast food restaurant Burger King. Emphasise that this advert isn't just selling food. Ask the children to say what else they think it is promoting. For example:

- Driving lessons
- A new movie
- Promoting cats
- A car
- A new type of babysitter
- Toys

Remind them that advertisers know that children like to see certain situations in advertising (Topic 1). Advertisers have conducted research and know that there are types of adverts that children find particularly appealing.

Divide the class into pairs or groups to work through the questions on Activity Sheet 16.

## Activity

# Magical world or fast food?



As in the activity above, emphasise that the class must think about what is being sold. Play the McDonald's advert (clip 18) and ask the class what they think it is selling.

As described above, advertisers sometimes try to appeal to children by offering toys with their food.

But there are other selling techniques that this advert is using. Ask the class to work through the questions on Activity Sheet 17 to decide which of these techniques they think this advertiser is using to appeal to children.

### Did you know?

- McDonald's is the biggest distributor of toys in the world
- Toy companies and trademark holders sell their licence of toys to McDonald's for use in these Happy Meals

## Plenary

Ask the class to compare the adverts for Burger King and McDonald's (clips 17 and 18). Both are selling food, and both use either toys or collectable prizes to sell the food. For example, ask pupils some of the following questions:

- Are they selling to children or to their parents, or to both?
- How are they trying to make the experience of this food appear?
  - Fun
  - Magical
  - Nutritious
- What is similar about the two adverts? What is different?
  - How do they show the meal?
  - Is the way they present the toys different?
  - How do they use animation or magic differently?
  - Are they trying to associate their products with something you like?
    - What are their **straplines/slogans** telling you to do?
    - Are they only selling toys and food, or are they selling something else too?
- If they are trying to sell you food (which they are!), what information did they provide about the food:
  - Taste
  - Nutritional value
  - Parent/teacher approval
  - Looks good
  - Healthy
  - Showing different parts of the meal
- Where would you expect to see adverts for children's meals?
  - Internet
  - TV
  - Billboards
  - Newspapers
  - Schools
  - Somewhere else?
- What have you learned about the way that these types of companies advertise their food to children?
- If you wanted to sell a children's meal in a fast-food restaurant, what would it look like?

# 7 Selling food with favourite characters

## Issues addressed

Using familiar cartoon characters to advertise food to children

## Learning outcomes

- To understand that ads often make use of story characters because they are popular with children
- To recognise that different characters are considered more- or less-suitable for advertising a range of products
- To understand that the original stories in which the 'characters' appeared had nothing to do with ads initially

## Curriculum links

- Speak clearly and to the point in discussions (ENGLISH)
- Take part in group work or with one other pupil, being ready to take turns and listen to other pupils' points of view (PSHE/CITIZENSHIP)

Age 7-11

## Resources needed



## Starter



Review learning from Topic 5 about characters that are created to help advertise products. Discuss why characters are used in this way, e.g. to help children remember a product better and to associate a particular personality with a product.

## Activity

### Winnie the Pooh



Play the class the two TV advertisements (clips 19 and 20).

Now play the ads again, and ask pupils to think about the following questions:

- Do you recognise the characters in the ads?
- Can you name each of the characters that appear in each of the ads?
- Can you name the characters that appear in BOTH ads?

The characters are Winnie the Pooh and his friends. They

originate from the books by AA Milne, *Winnie the Pooh and The House at Pooh Corner*, written in 1926 and 1928. They are characters that AA Milne invented. Ask the class:

- What is each of the advertisements for?
- Why do the characters appear in each of the ads?

Point out that these ads are examples of favourite characters from a book being used in other circumstances. They are being used in a film and as a theme for a breakfast cereal.

Ask the class to make a list of the characteristics of Winnie the Pooh and his friends. How are these characteristics shown in each of the ads?

Thinking about each of the things being advertised, the film and the breakfast cereal, why would advertisers want to use these characters? Do their characteristics match the products? Would they make people want to see the film and buy the cereal?

# 8 Celebrities selling food and drink

### Issues addressed

Celebrity endorsement of food and drink products

### Learning outcomes

- To understand that celebrities who are chosen to sell food may not be the same as those chosen to sell other products
- To understand that certain personal celebrity attributes may be particularly suitable for selling food and drink products
- To recognise that advertisers want to make a positive association in their target audience between the celebrity and the product

### Resources needed



Also see Module 1: Introduction to Advertising, Topic 9

### Curriculum links

- Speak and write to suit different purposes and different situations (ENGLISH)
- Recognise what they like and dislike and be prepared to defend their point of view while taking account of other pupils' opinions (ENGLISH/PSHE/CITIZENSHIP)
- Become more aware of the instances when they can make real choices (PSHE/CITIZENSHIP)

Age 9-11

## Starter



Discuss with the class what food adverts they can remember that feature celebrities. They may remember the crisp adverts from Module 1, Topic 9, featuring Victoria Beckham. What sort of food have they seen advertised this way? Which celebrities have been used?

## Activity

### Pepsi ads



Play the clip of the Pepsi ads (clip 21). Ask pupils to list the celebrities that each advert contains.

Can they also list the characteristics possessed by each one of

the celebrities? Some of them may be the same. For example:

- Independent
- Successful
- Rich
- Sporty
- Strong
- Cool
- Popular

Why do pupils think Pepsi decided to use these celebrities?

- Because most people will recognise them
- Because they have the kind of attributes (see previous list) that most people would like to have
- Because people might think that drinking Pepsi will make them more like the celebrities

What do pupils think about these reasons?

Do pupils think that the ads are good because of the celebrities? Ask them to imagine the same ad, but with the following people in the places of the stars:

- Their friends
- Their favourite soap characters
- Their parents and other members of their family
- Teachers at your school

Ask them which version makes the best ad and why. The one with people they know personally, or the original star-filled ad?

### Plenary

Discuss with the class why they think companies use celebrities to advertise food. Is this effective? Is there any sort of food that they think shouldn't be advertised by a celebrity, and why? Do they think celebrities are careful about which foods they choose to advertise, and why?

## Glossary

**Animation** – still drawings or models, arranged into frames and filmed together to create moving images.  
This is now often done on a computer

**Copy** – the words in a printed advertisement

**Fantasy** – a made-up world involving magic and adventure

**Logo** – a unique design used by a company, organisation or product to identify itself

**Setting** – the place and time where a story happens

**Strapline** – a short sentence in a printed advertisement

**Slogan** – a short memorable phrase

**Soundtrack** – the sounds that accompany the pictures in a television or film advertisement

**Target audience** – the particular type of people (e.g. children, women, animal-lovers, etc) that an advertiser would most like to reach

# 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	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Curriculum mapping	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Suggested routes	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
DVD	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Activity sheets	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Overall rating	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

**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

