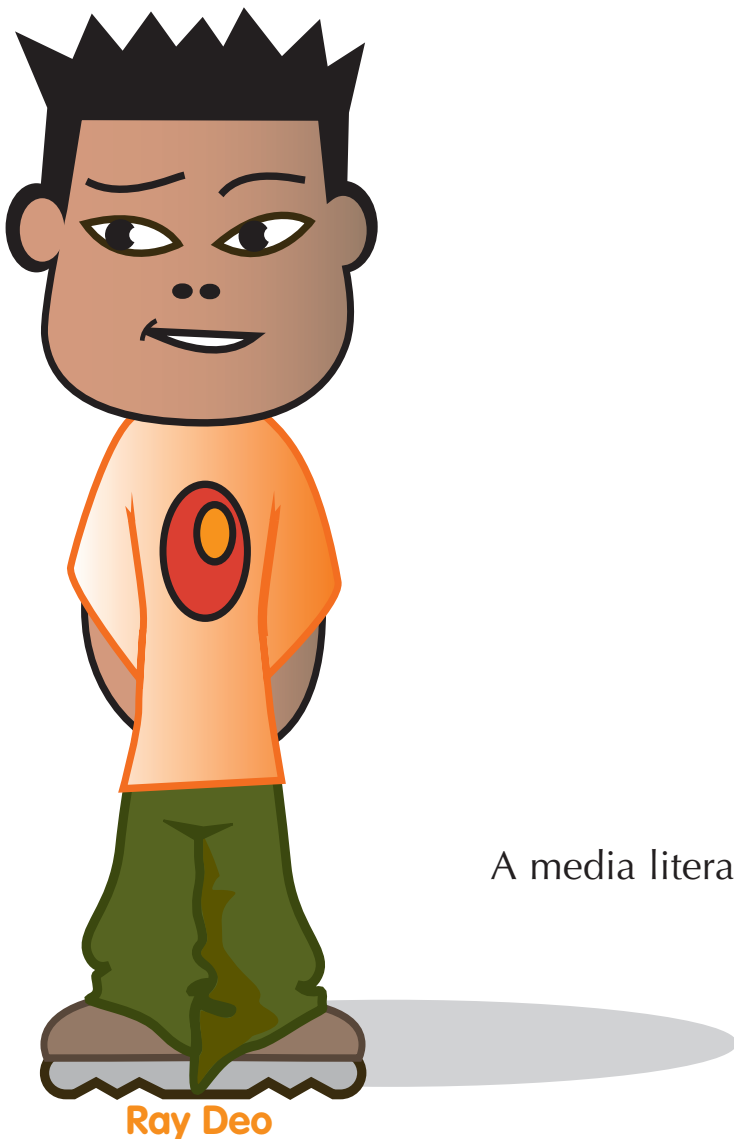




Be Advise 2
Helping children to watch wisely

Module 3

Non-commercial Advertising
Teacher's Notes
7- to 11-year-olds



Ray Deo

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 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

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
Speaking					
1a use vocabulary and syntax that enables them to communicate more complex meanings		x		x	
1d show clear shape and organisation with an introduction and an end	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
2b ask relevant questions to clarify, extend and follow up ideas	x	x	x	x	x
2c recall and re-present important features of an argument, talk, reading, radio or television programme, film			x	x	
2d identify features of language used for a specific purpose		x	x		
2e respond to others appropriately, taking into account what they say	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
3b vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected	x	x	x	x	x
3c quantify or justify what they think after listening to others' questions or accounts	x	x	x	x	x
3d deal politely with opposing points of view and enable discussion to move on	x			x	
3e take up and sustain different roles				x	
Breadth of study: listening					
9b Opportunities to listen to recordings	x	x	x		
Breadth of study: group discussion and interaction					
10a investigating, selecting, sorting	x				
10c explaining, reporting, evaluating	x				
Reading					
3a scan texts to find information		x			
3c obtain specific information through detailed reading		x			
3d draw on different features of texts, including print, sound and image, to obtain meaning		x	x		
5b identify words associated with reason, persuasion, argument, explanation, instruction and description		x	x		
9c range should include newspapers, magazines, articles, leaflets, brochures, advertisements	x	x	x	x	
Writing					
1a choose form and content to suit a particular purpose	x	x	x		x
1b broaden their vocabulary and use it in inventive ways		x			
2a plan – note and develop initial ideas		x	x		x
2b draft – develop ideas from the plan into structured written text		x	x		x
2c revise – change and improve the draft		x	x		x
2d proofread – check the draft for spelling and punctuation errors, omissions and repetitions		x	x		x
2e present – prepare a neat, correct and clear final copy		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	x		
9c to persuade, focusing on how arguments and evidence are built up and language used to convince the reader		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				
10 use writing to help their thinking, investigating, organising and learning					x
KS2 PSHE and Citizenship	1	2	3	4	5
1a talk and write about their opinions, and explain their views, on issues that affect themselves and society	x	x	x	x	x
2a to research, discuss and debate topical issues, problems and events			x	x	
2k to explore how the media present information	x	x	x	x	

Scotland

Topic number – see contents list on page 1

English language: P3 to P6	1	2	3	4	5
Listening					
Listening in groups	x	x	x	x	x
Awareness of genre	x	x	x		x
Knowledge about language	x	x	x		x
Talking					
Talking in groups	x	x	x	x	x
Talking about experiences, feelings and opinions	x	x	x	x	x
Audience awareness	x	x	x	x	x
Knowledge about language	x	x	x	x	x
Reading					
Reading for information	x	x	x		x
Awareness of genre	x	x	x		x
Knowledge about language	x	x	x		x
Writing					
Functional writing	x	x	x		x
PSD: P3 to P6	1	2	3	4	5
Self awareness					
Identify their own values and attitudes		x			
Inter-personal relationships					
Communicate and interact with known persons; demonstrate respect and tolerance towards others	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

Northern Ireland

Topic number – see contents list on page 1

KS2 English	1	2	3	4	5
Talking and listening					
a express thoughts and feelings	x	x	x	x	x
b present ideas and information		x			
c observe the conventions of discussion	x	x	x	x	x
d share and co-operate in pairs or group activities	x	x	x	x	x
Reading					
a respond with sensitivity to what they read		x			
b discuss the intentions of the writer		x			
c extend the range of their reading within and beyond the school environment and develop their own preferences					
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
g learn that different reading purposes require a variety of reading skills					
i place themselves in someone else's position and extend their capacity for sympathy and empathy		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
b present and structure ideas, information and opinions	x	x	x		x

KS2 English	1	2	3	4	5
Oracy					
1.1 talk for a range of purposes	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
1.7 identify and comment on key features of what they see and hear in a variety of media	x	x	x	x	x
2.1 express themselves confidently and clearly	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	
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
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
2.6 listen to others, questioning them to clarify what they mean, and extending and following up the ideas	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
3.6 use an increasingly varied vocabulary		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
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		
2.8 adopt appropriate strategies for a specified task	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
1.2 write for an extended range of readers		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		x	x
1.5 write in forms which include imaginative writing, and non-fiction		x			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			x
2.3 plan, draft and improve their work, using ICT as appropriate, and discuss and evaluate their own and others' writing		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
2.8 use features of layout and presentation		x			x
KS2 PSE	1	2	3	4	5
listen carefully, question and respond to others	x	x	x	x	x
express their views and ideas confidently, and take part in a debate	x	x	x	x	x
develop decision-making skills		x	x	x	x
know that people differ in what they believe is right and wrong		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

1 Ads that change your mind

Issues addressed

Non-commercial advertising

Learning outcomes

- To understand that a large part of advertising is not about persuading people to buy things
- To recognise that ads can be used to spread important messages and ideas

Resources needed



Copy for pairs or group-work

Curriculum links

- Take part in a debate about topical issues (ENGLISH/PSHE/CITIZENSHIP)
- Write for a purpose in a non-narrative context (ENGLISH)
- Appreciate that they belong to various groups and communities (PSHE/CITIZENSHIP)
- Realise that money comes from different sources and can be used for different purposes (PSHE/CITIZENSHIP)

Age **8-11**

Starter



Discuss with the class what advertising is for – you might want to refer back to Topic 1 in Module 1. Emphasise that advertising is not just about persuading us to buy things. It is often used in other ways. For example:

- To show you how to protect your health
- To help to preserve the environment
- To draw your attention to things happening in the world
- To help people find jobs

Activity

Providing information and ideas



Ask the class to make a list of all the different types of advertisements they have seen recently that are *not* selling products, but are giving information or introducing new ideas – for example, about health, the environment, safety, or a charity. Show the class the three different examples on the DVD (these are still images).

Explain that this kind of advertising is sometimes called **non-commercial** advertising. As well as the sorts of campaigns the class has already listed, the government, charities and pressure groups often use advertising to:

- **Inform you** about important issues of health, safety, the law, or the environment
- **Teach you about special issues or problems in the world** – like Save the Whales or Kick it Out, which campaigns against racism in football
- **Raise money for people in need, for research or for similar campaigns** – like humanitarian crises, homeless people or people with disabilities

Divide the class into pairs or groups. Each takes one of the ads and fills in the chart on Activity Sheet 1. The questions in the chart can be used again and again with all sorts of different non-commercial advertisements.

Plenary

Discuss with the class whether they can see any patterns in their notes on the three adverts. What makes these adverts different from the other adverts they've analysed (e.g. the ads aimed at children from Module 2)? Which adverts do they think have the strongest effect?

Did you know?

- In 2004, the government spent over £138 million on advertising and was the second-biggest spender on advertising in the UK.
- The government's special information unit, COI Communications, runs more than 60 campaigns each year and has recently promoted campaigns on issues such as flexible working hours, reducing crime and mobile phone theft, how to save energy, and recruiting new teachers and police.

There is a case study of a non-commercial campaign on the COI Communications website:

<http://www.coi.gov.uk/whyusecoi/police.html>

2 Shock tactics

Issues addressed

Techniques used to attract attention to serious issues

Learning outcomes

- To understand how charity and campaigning groups persuade people to rethink their attitudes and support particular causes
- To recognise that people might object to the use of shock tactics on the grounds that they can be too frightening or violent for children
- To identify the various techniques – e.g. script, sound effects, images and use of language – that are used to create powerful campaigning ads
- To recognise the audiences aimed at by campaigning ads

Resources needed



Copy for pairs or group-work

Curriculum links

- Write and argue persuasively using appropriate language (ENGLISH)
- Share their opinions on things that matter to them and explain their views (ENGLISH/PSHE)
- Increase their vocabulary, making use of it where suitable (ENGLISH)
- Work co-operatively with one other person and in a group (PSHE/CITIZENSHIP)

Age 9-11

Starter



Ask the class whether they have ever given or raised money for an organisation responding to a world issue, e.g. saving whales, preventing global warming, trying to relieve the tragedies of flood, earthquake or famine.

- How do they feel about the whole ad, words and images? Suggest some of the adjectives below to help them think about this:

- Shocking
- Upsetting
- Surprising
- Violent
- Convincing
- Thought-provoking
- Angering
- Frightening

Activity

The Rainforest ad



Ask children to work in groups or pairs, and give them a copy of Activity Sheet 2. They will read the script for the Rainforest ad and identify the facts it contains, the words it uses to scare or worry its audience, and the points where it talks directly to the audience.

Ask what objections people might make about this TV ad, and others like it. For example, is it too violent? Is it one-sided or biased? Is it frightening for children? Is it misleading? Was it a waste of money to advertise when funds were very low?

Explain that Rainforest was only shown in the cinema – it would have been classed as ‘political’ advertising, which is not allowed on television.

If possible, encourage pupils to look at some more recent campaigning ideas about the rainforest on the website of the World Wildlife Fund: www.wwf.org.uk. There is a special children’s part of the site they might like to research too.

Activity

Design your own Rainforest ad



Pupils can now **storyboard** their own version of the Rainforest ad using Activity Sheet 3. They will need to think about the images that they would use, the music and **sound effects**, and the **voice-over**.

Activity

More campaigning TV ads



Explain that, more and more, government and campaigning groups have turned to advertising techniques like those used in the Rainforest ad to make powerful ads for cinema and TV. They want to shock people into rethinking their attitudes and supporting particular causes.

Play the class clip 3 on the DVD: a selection of campaigning advertisements. Explain that, like Rainforest, they deliberately use shocking or provocative images to make us think, and arouse our guilt and anger.

Activity

Watching the real Rainforest ad



Now play the real Rainforest ad, which was produced by the environmental charity Greenpeace in 1991. Emphasise that, at the time, it was thought to be a very powerful ad.

Does it still pack a punch? Ask the class some of the following questions:

- How different was the final ad from the versions they storyboarded? Did anything surprise or shock them about the images?

Ask each group in the class to concentrate on one advert in particular. They can then answer the questions on Activity Sheet 4 about this advert, looking at the effect it has, who it is aimed at, what it wants you to do and who created it.

Activity

Write your own campaign brief



In this activity, pupils will put together their own **brief** for an advertising agency. This should be done in groups. It is quite a long activity, so you may like to tackle one or two steps each day over the course of a week, for example.

Step 1:

Pupils should decide on their cause. It should be something that is important to everyone in the group. It could be something local, such as litter in the community, or larger scale like global warming or animal testing.

Step 2:

Research the cause: pupils should find out as much as possible about their chosen cause, e.g. reading newspapers, searching the Internet, contacting organisations or charities for information leaflets, etc.

Step 3:

Each group should come up with **four key ideas** for their agency: the most important ideas for their campaign. For example, for an anti-bullying campaign, the ideas might be:

- Bullies always get away with it because the victims never report them
- If you are bullied, your teacher can help you to deal with it
- A bullying child often grows up into a bullying adult
- Bullies are often bullied themselves – reporting it can help both the victim and the bully

Step 4:

Identify the audience: who do they want to reach with their ad – children, bullies, animal-owners? They should decide why this audience is especially important, and think about when and where their ad should be shown to reach that audience.

Step 5:

Choose a **slogan**. Pupils will need to come up with a slogan that really makes an impact at the end of the ad. It's a good idea to come up with two or three suggestions, if possible, to give the agency some options.

Step 6:

Now it's time to think of powerful images and sounds that will work well – the simpler the better. The groups could use storyboards or images from magazines and newspapers to illustrate their ideas. If your class has a digital camera, they could use this to create images.

Step 7:

Finally, the agency will produce a better ad if they believe in the cause. Ask the groups to write to their agency: their letter should be really persuasive to sell their ideas to *the agency* as well as to the public. They should write a short paragraph for each of the following questions:

- Why are we advertising?
- What research have we done, and what have we learned about the issue?
- What do we want our campaign to achieve?
- Who do we want to advertise to, and how will we reach them?
- What key ideas do we want to include in the advert?
- What would we like the advert to look and sound like?
- Why is our campaign so important?

Plenary

Groups could present their creative briefs to the class. Which is the most powerful? Which would be the most effective? (These won't necessarily be the same briefs!) How do they feel about adverts being used for this purpose? Would they take notice of these adverts? Would they change their behaviour in response to adverts like these?

3 Road safety campaigns

Issues addressed

How the advertising of road safety messages is tailored to different audiences

Learning outcomes

- To recognise that like commercial ads, non-commercial ones are aimed at specific ages within particular target audiences
- To understand that the same message can be put across in a variety of ways

Curriculum links

- Speak and write to suit different purposes (ENGLISH)
- Learn to respond appropriately to others, thinking about what has been said and the language used (ENGLISH)
- Identify what can improve and harm the world that the pupils live in and recognise the ways in which others can help keep them safe (PSHE/CITIZENSHIP)
- Work co-operatively with a small group and with one other person (PSHE/CITIZENSHIP)

Age 8-11

Resources needed



Photocopy for pair or group use

Starter



Review previous learning (Topics 1 and 2) about how advertising can be used to get a message across – for example, charity campaigns, anti-smoking and environmental messages. Since they are not trying to sell a product, they are referred to as **non-commercial** advertising. Explain that pupils are now going to look at some more advertising that is non-commercial. This time they'll look at the different techniques used by advertisers.

Activity

Knowing the road ad

Play clip 4 on the DVD: the Knowing the road ad. Ask the class what they think the message is.

Play the ad again and ask pupils to complete Activity Sheet 5 in pairs or individually. The questions on the sheet will encourage pupils to consider the details of the ad: how it looks, the **sound-track**, the characters shown, the atmosphere and the **slogan**.

Point out that pupils' answers show how the people who made the ad made sure that their message got across in the right way.

Now ask the class to work out who the message is aimed at:

- How old are the people that the ad is aimed at?
- Are they pedestrians or drivers?
- When would you expect to see the ad on TV?

The questions on Activity Sheet 5 can also be used for the following activity.

Activity

Slow Down ad [optional]

Note: The ad in clip 4 uses special effects to show a child being hit by a car. If you do not wish to show the ad in class, the lesson can be adapted using the radio and poster advertising supplied on clips 6 and 7 on the DVD.

Go through the questions on Activity Sheet 5. If you have used the previous activity, compare the pupils' answers.

Explain that the two sets of answers show how the same message can be put across to different audiences using different advertising techniques. This is why advertising is a popular way for the government to tell us things.

Activity

Making your own advert

If necessary, refer to Module 1: Topic 7, to review pupils' learning about working to a brief, planning their ad and creating it.

The class could be divided into pairs or groups. The activity outlined on Activity Sheet 6 could be approached either as a project over two lessons, or groups could complete just one of the two briefs on the Activity Sheet.

Plenary

Discuss with pupils how advertising can be used for non-commercial messages, such as road safety. What other messages could be presented in this way? How effective would this be? What sort of advertising would work the best – e.g. TV, radio, posters? What do pupils think when they see this sort of advertising on TV – do they listen to the messages and remember them?

4 Celebrities in non-commercial advertising

Issues addressed

Celebrity endorsement of charity campaigns

Learning outcomes

- To recognise that celebrities are often used by advertisers for non-commercial as well as commercial ads
- To understand that advertisers won't always emphasise the same characteristics of the celebs in the non-commercial ads
- To recognise that non-commercial ads have a range of different target audiences so the celebs may come from a wider field than fashion, sport or TV

Curriculum links

- Widen vocabulary and use it appropriately (ENGLISH)
- Sustain an argument and be able to support a point of view (ENGLISH/PSHE/CITIZENSHIP)
- Take part in discussion with one other person and the whole class (ENGLISH/PSHE/CITIZENSHIP)
- Consider social and moral dilemmas and be prepared to debate them (ENGLISH/PSHE/CITIZENSHIP)

Age **8-11**

Resources needed



Starter



Remind pupils that advertisers often use celebrities in advertising. Why they do this and the effect it has is looked at Module 1: Topic 9. Explain that they are now going to look at celebrities in non-commercial advertising.

Activity

Celebrities in non-commercial advertising



Step 1:

Play DVD clip 8: the three Blood donation ads. Each one features celebrities. Play the ads again, and ask the class to shout out their names if they know who they are. What are they famous for?

Their names are:

- Gary Lineker
- Mo Mowlam
- Denise Welch
- Bill Roach
- Linda Robson
- Robbie Earle
- Richard Branson
- Heather Mills

Ask the class why they think these adverts used celebrities. Are the ads effective? Would they have the same effect if they had used ordinary people?

Step 2:

Next, show the stills of the Gary Lineker Walkers Crisps ads – DVD clip 9. Divide the class into pairs and ask them to write a paragraph that explains how the celebrity image of Gary Lineker has been used to sell 'posh' Walkers crisps.

To help, they could:

- Think about what they know about Gary. Does this explain his image?
- Try using some of the words below:
 - Athletic
 - Greedy
 - Funny
 - Naughty
 - Mischievous
 - A brilliant footballer
 - Poking fun at himself

Ask the class to compare how Gary appears in the advert for blood donation and the crisps ad. How is his image different in each one? Why is it important for the crisps ad that he appears to be like this?

Plenary

Discuss with the class how celebrities can be used in different ways in adverts. Do they think they have more effect in normal advertising (e.g. crisp adverts) or in non-commercial advertising (e.g. blood donation adverts)? Or do they just have a different effect? Which sort of advert would they prefer to see their favourite celebrity in, and why?

5 Cause-related marketing

Issues addressed

Campaigns that link fundraising or charity work with commercial activity

Learning outcomes

- To understand that 'cause-related marketing' is when a charity's logo is associated with a product, brand or service in a way that benefits the company as well as the charity
- To consider the advantages/disadvantages to charities that take part in cause-related marketing
- To consider the advantages/disadvantages to product sellers who take part in cause-related marketing

Resources needed



Reproduce 7 as an overhead transparency.
Copy 7, 8 9 and 10 for pair or group work.

Curriculum links

- Speak and describe to the point, think about the purposes of the discussion (ENGLISH)
- Organise ideas in a way that is appropriate for the written task (ENGLISH)
- Take part in debate, take turns and listen to the views of others (ENGLISH/PSHE/CITIZENSHIP)

Age 9-11

Starter

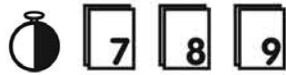


Ask the class if they can think of any advertising they have seen where a company appears to be giving something to them, or their school. They may be familiar with Walkers Books for

schools, Persil Get Creative or Tesco Computers for Schools. Why do they think these schemes are run?

Activity

Cause-related marketing



Show the top part of Activity Sheet 7 as an overhead transparency: the **logo** for Tesco Computers for Schools. Ask the class if they know what this campaign means. Can they describe how it works?

Cause-related marketing is “a commercial activity by which businesses and charities or causes form a partnership with each other to market an image, product or service for mutual benefit.”

Activity Sheets 7, 8 and 9 each describe a different cause-related marketing campaign. As a class, discuss any difficult concepts raised by the activity sheet such as **brand values** and free media coverage. Divide the class into pairs or groups. Each takes one of the sheets and writes a short summary of the campaign described. You could give them the following questions to answer:

What does the campaign say about the company behind it?
Who would these things appeal to?

- Parents
- Teachers
- Children

Who benefits the most from the partnership?

- The company
- The charity
- The **consumer**

What are the good and bad points about cause-related marketing?

Explain that not everyone thinks that cause-related marketing is a win-win situation. Criticisms include:

- Charities may receive very little money, despite the public thinking that they are benefiting from their purchases
- Sometimes the links between companies and campaigns are not appropriate
- Companies should not be using the emotional impact of serious charitable causes to sell more products

Ask the class to think of other criticisms that some people might have.

Activity

Design your own cause-related marketing campaign



Ask the class to design their own cause-related marketing campaign. They can choose between

- a radio ad
- a poster
- a TV ad
- or all 3

The campaign is being undertaken by a company or organisation that promotes a good cause. They will need to explain why there is a good link between the two. Explain the advantages of the partnership on each side.

Here are some ideas of organisations that might be interested in being involved in a cause-related marketing campaign to get you started:

- Tennis racket manufacturers promoting more sports in school
- Shoe makers getting people to walk more
- Milkmen promoting and raising money for a farm-animal welfare campaign
- A public transport company and an environmental charity

Activity Sheet 10 will help to give the groups some structure to how they plan their campaign. This activity could be extended into the complete ad-making process – you may want to refer back to Module 1: Topic 7, to remind pupils about how to **brief**, plan and execute their campaign.

Plenary

Pupils could present their cause-related marketing campaigns to the class and choose which they think would be the most effective. Can they explain their choice?

Glossary

- Brand** – a type of product made by a company under a particular name
- Brand values** – the feeling, messages or ideas associated with a brand
- Brief** – a set of instructions
- Consumer** – someone who buys a product or service from a company
- Logo** – a unique design used by a company, organisation or product to identify itself

Storyboard – a sequence of drawings representing the shots planned for an advertisement

Slogan – a short memorable phrase

Sound effects – a sound other than speech or music used in an advert

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

Voice-over – the spoken words in an advertisement, not accompanied by an image of the speaker

Be Adwise 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 Adwise 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 Adwise 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

