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Image in Advertising: Trivial or Strategic? or Strategic?

Secondary, Cycle 2
Learning and Evaluation Situation

Image in Advertising: Trivial or Strategic?

Cycle: Secondary Cycle 2

Duration: 9 to 14 sixty-minute periods

Educational Intention

In this LES, students will learn about the power of image in publicity. They will increase their awareness of the impact of media on their everyday lives. They will acquire the basics of media literacy by producing an advertisement.

To create an advertisement students will do the following tasks:

- Reflect on the influence of advertising in their lives
- Discuss and understand the place of ICT in their everyday lives
- Deconstruct the covers of teen magazines
- Deconstruct specific ads in these magazines
- Plan a new ad for the same product targeting a different public
- Create the new ad using ICT

Broad Areas of Learning

Health and Well-Being

X Media

Environmental awareness and Consumer Rights
and Responsibilities

Citizenship and Community

Career planning and Entrepreneurship

Educational intention: To enable students to exercise critical, ethical and aesthetic judgment with respect to the media, and to produce media documents that respect individual and collective rights.

Focuses of development:

- Awareness of the place and influence of different media in society and in his/her everyday life.
- Becoming familiar with methods for producing media documents.
- Knowledge and respect for individual and collective rights and responsibilities regarding different media.

Subject Area Competencies

- X Interacts orally in English
- X Reinvests understanding of texts
- X Writes and produces texts

C1 Interacts orally in English

1. Participation in oral interaction
2. Content of the message
4. Management of strategies and resources

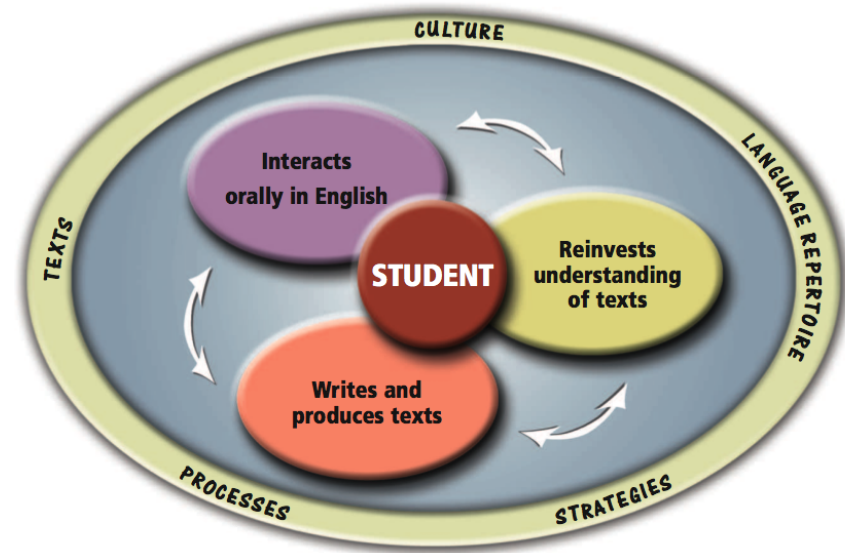
C2 Reinvests understanding of texts

1. Participation in the response process
2. Evidence of understanding of texts
3. Use of knowledge from texts in a reinvestment task
4. Management of strategies and resources

C3 Writes and produces texts

1. Participation in the writing and production process
2. Content of message
- 3.. Formulation of the message
4. Management of strategies and resources

English as a Second Language, Core Program



PFEQ, Secondary Cycle 1, p. 529

Evaluation Criteria

Cross-Curricular Competencies

Uses information
Solves problems
X Exercises critical judgment
Uses creativity
Adopts effective methods
X Uses ICT
Achieves his/her potential
X Cooperates with others
Communicates appropriately

Evaluation Criteria

Exercises Critical Judgment

- Quality of expression of his/her point of view.

Uses ICT

-Degree of respect for the rules of ethics.
-Quality of the analysis of his/her successes and difficulties
-Appropriateness of adjustments made

Cooperate

-Degree of participation in the work of the team
-Quality of the evaluation on his/her own contribution, and the contribution of peers.

Interdisciplinary Links

Visual Arts

Key Feature: *Creates media images*

- The effective organization of components in the development of a visual message.
- The coherent relationship between the stimulus for creation, the development of ideas, the shaping, and the result of his/her creation.

Differentiation

Goal for all students:

Keep in mind that not all students are at the same competency level. Some teams may not have finished when it is time to present the final product. If so, teams can present what they have completed. It is the process that is important in this LES, not the final product.

Goal for some students:

Depending on the student, content, process, product and learning environment can be adapted.
PFEQ p. 9

Related Content (PFEQ p.38)

Culture (PFEQ p.38)

Aesthetic aspect of culture

Media: Teen magazines

Processes (PFEQ p.44 and 50)

- Response Process
- Production Process

Texts (PFEQ p.53)

Information based texts

Advertisements in teen magazines

Strategies (PFEQ p.42)

Social/Affective

- Cooperate
- Ask questions

Metacognitive

- Plan

Cognitive

- Transfer (use a newly learned item in a new context)

Communication

- Recast
- Rephrase
- Stall for time

Language Repertoire (PFEQ p.39)

Functional language

- Agreement and disagreement
- Teamwork and encouragement
- Opinions

Vocabulary

- Related to the issues inspired by Media and the Cross-Curricular Competencies: Exercises Critical Judgment, Cooperates with others and the use of ICT.
- Related to discussing the communication and learning strategies
- Related to the production process
- Related to the internal and external features of an ad

Overview

Task	Period	Teacher References	Evaluation	Material Needed
Preparation				
Task 1 a) The influence of Media	1-2	<ul style="list-style-type: none"> • Technical Tool Kit -Handout1 • MediaLitKit - Handout 2 • New Mexico/Media Literacy Project - Handout 3 • Media-Awareness - Handout 4 • Analytic Rubric Task 1a 	C1 CCC 3	Student Booklet p. 1 : Description of the task
b) The impact of ICT on our lives		Video _____ http://www.dove.ca/en/Tips-Topics-And-Tools/Videos/Evolution.aspx •Analytic Rubric Task 1b	C1 CCC 3	•Projector •Computer •Speakers •Student Booklet p. 2-4, Task 1
Carrying Out the Task				
Task 2 What types of ads are included in teen magazines?	2	<ul style="list-style-type: none"> •Analytic Rubric Task 2 •Media Conventions and Techniques - PFEQ p. 52 	C1	<ul style="list-style-type: none"> • 8 teen magazines (addressed to girls and boys) • Student Bookletp. 5-7, Task 2
Task 3 Take a good look at these ads (text features)	1-2	<ul style="list-style-type: none"> • Text Features, PFEQ, p.54 • Evaluation grid Task 3 	C2	<ul style="list-style-type: none"> • The advertisements from the magazines used in Task 2 •Student Booklet p.8-11, Task 3
Task 4 (Optional) a) Check out examples of deconstructed ads b) Put your reality glasses on! (Deconstruct a specific ad)	1-2	<ul style="list-style-type: none"> • http://medialiteracyproject.org/deconstructions •Evaluation grid Task 4 a and 4 b 	C2	<ul style="list-style-type: none"> • At least 1 computer for 2 students • Student Bookletp.12-13, Task 4

Task	Period	Teacher References	Evaluation	Material Needed
Task 5 Planning a new ad	1-2	<ul style="list-style-type: none"> • Text Features, PFEQ, p.54 • Imperative - Handout 5 • Language of advertising - Handout 6 • Characteristics of an effective ad - Handout 7 • Evaluation grids Task 5 	C2 C3 CCC8	<ul style="list-style-type: none"> • Student Booklet p.15-16, Task 5 • Ads from previous tasks
Task 6 Creating a new ad	3-4	<ul style="list-style-type: none"> • Evaluation grids Task 6 • Technical Tool Kit- Handout 1 • Procedure - Handout 8 	C3 CCC6 CCC8	<ul style="list-style-type: none"> • One computer per team (2 students) • A digital camera • A printer (colour) • A drawing or vector graphic program
Assimilation- Transfer of Learning				
Task 7 Presentation of the ads	2	<ul style="list-style-type: none"> • Text Features, PFEQ, p.54 • Evaluation grids 	C3 CCC6 CCC8	<ul style="list-style-type: none"> • A projector • A computer
Task 8 Reflecting on what we have learned and ways to reinvest Optional: Write a critique on an advertisement	1-2	<ul style="list-style-type: none"> • Evaluation grid Task 8 	C3	

Task 1 – a) The Impact of Media on Our Lives

Duration: 1-2 periods

Teacher's role

Preparation before class

- Read the MediaLitKit, documents from New Mexico's project on media literacy and the media-awareness documents on advertising.
- Make a graphic organizer or a semantic map in order to prepare for the brainstorming with students (see suggestions in the Technical Tool Kit - Handout 1).

Handout 2 from <http://www.medialit.org/>

<http://www.nmmlp.org/> - Media Literacy Section
(Handout 3)

<http://mediasmarts.ca/marketing-consumerism/advertising-its-everywhere> (Handout 4)

In class

1. Read the description of the tasks on p.1 of the Student's Booklet. Ask student what they understand about this LES.
2. Brainstorm vocabulary related to media with the students.
3. Discuss the influence of media on our lives.

Students' role

- Participate actively in discussion
- Use the vocabulary related to the subject.

Evaluation

C1 Interacts orally in English

1. Participation in oral interaction
2. Content of the message

CCC 3 Exercises critical judgment

- Quality of expression of his/her point of view. (during discussion)

Task 1 – b) The Impact of Advertising on Our Lives

Teacher's role

Preparation before class

- Material: a computer, a multimedia projector and an Internet link.

- Watch attentively the video suggested for this task.

Resource:

<http://www.dove.ca/en/Tips-Topics-And-Tools/Videos/Evolution.aspx>

Students' role

- Pay attention to the video and take notes

- In a small group, share and organize information about the video

Evaluation

C1 Interacts orally in English

1. Participation in oral interaction
2. Content of the message

C2 Reinvests understanding of texts

1. Participation in the response process

CCC 3 Exercises critical judgment

- The quality of expression of his/her point of view. (during discussion and in the Student's Booklet)

3. Inform students that they will share their notes in a team of four. Ask them to organize their ideas in a semantic map. (see Technical Tool Kit- Handout 1)
 4. Elicit from students their impressions of the video (Dove). Use the provided guiding questions at the bottom of the page.
 5. Discuss the impact of advertising on our lives (positive and negative aspects). Working individually, ask students to fill out the grid on the positive and negative impacts of advertising conveyed in the Dove video individually and then use the prompts to discuss in small groups.
- (A debate could be a good way to discuss this subject with students.)

• Fill out the grid in the Student Booklet.

• In a small group, discuss the positive and negative impact of ICT

• Participate actively in the discussion

Connecting with the text (Guiding Questions)

- What surprised you in the video?
- What strategies does the company use to influence you? (techniques, language, text components, etc.) (Media Conventions and Techniques - Student Booklet p. 4 - Handout 5)
- What are the negative/positive impacts of advertising conveyed in the Dove video? What information in the text supports your answers? (Student Booklet p. 3)

Establishing a personal connection (Guiding Questions)

- What are the negative/positive impacts of advertising in your life?

Generalizing beyond the text (Guiding Questions)

- Do you think that this ad is an exception or is this the rule for all advertising companies? Explain why.
- Do you think that companies selling beauty products use similar strategies to influence you into buying their products? Give examples.
- Besides the beauty and fashion industries, do you think other companies use similar advertising strategies? Explain.

Task 2 - What Types of Ads are Included in Teen Magazines?

Duration: 2 periods

Teacher's role

In class

1. Explain the task to students: In teams they will deconstruct the cover of a magazine.
2. Have them identify the audience and the type of ads that could be found in the magazine (which products, how many ads and why specific ads are chosen?).
3. Model the task using the cover of another magazine (it could be any magazine).
4. Hand out the magazine (one per team). Note: The ads are not in the magazine.
5. Inform students what the evaluation criterion is for this task (Engages in oral communication).
6. Go from team to team and evaluate using the observation grid.
7. Ask students to share their answers / thoughts on the magazine cover.
8. Invite students to complete p. 7 in the Student Booklet.

Students' role

- Take note of the magazine cover
- Write down their answers in the Student Booklet (Task 2, p.5 and 6)
- Functional language: Agreement-Disagreement/ Teamwork Encouragement/related to the task
- Participate in discussion
- Complete the End-of-Task reflection in the Student Booklet on p. 7

Evaluation

C1 Interacts orally in English

1. Participation in oral interaction

*The response process can be either oral or written.

Task 3 - Working on Text Features

Duration: 1-2 periods

Teacher's role

Preparation before class

- Prepare ahead of time advertisements from task 2 (deconstruct magazine covers).
- Read the document on the meaning of colours used in advertisement in the Student Booklet p.11.

In class

1. Help students to activate prior knowledge on text features. Use the ad **Natural Essence*** in the Student Booklet on p. 8.

* The ad Natural Essence is not an authentic text. It has been created for this LES.

2. Elicit from students the use of colours in advertisements. Invite them to read in their student book about the meaning of colours on p. 11.

3. Ask a student in each team to come and get a pack/group from ads of a same product prepared before class.

4. Ask students to chose three ads from the group.

Students' role

- Answer the guidelines on three ads in the Student Booklet on p. 9.

Evaluation

C1 Interacts orally in English

1. Participation in oral interaction

C2 Reinvests understanding of texts

2. Evidence of understanding of texts

4. Management of resources and strategies (activate prior knowledge)

Task 3 - Working on Text Features

Duration: 1-2 periods

Teacher's role

5. Inform them that they have to find the text features for each product chosen using the chart in the Student's Booklet. Tell students that they can use the Text Features resource in their Student Booklet on p.10 (PFEQ p.54)
6. Go over each element in the guidelines column in the Student's Booklet p. 9 and make sure students understand what they have to do.
7. Elicit from students the functional language, resources and strategies they can use to do the task.
8. Circulate around the class and evaluate students using the observation grid.
9. Wrap up the activity, asking students what surprised them (about the purpose, the topic, the text components).

Students' role

- Functional language: Agreement-Disagreement/ Teamwork and encouragement/related to text features
- Listen to the other teams while sharing

Evaluation

Task 4 a - Check Out Examples of Ads (Optional)

Duration: 1-2 periods

Teacher's role

Preparation before class

Verify that you have enough computers available (two students per computer). If you do not have access to many computers, use a projector and do the exercise with the group.

Website:

<http://www.nmmlp.org/>

Click on Media Literacy

Click on Deconstruct this!

In class

1. Give the website address to students and make sure that everybody has accessed the webpage.
2. Invite students to choose and read one deconstructed media text (or read with students).
3. Ask them to share their impressions.
4. Tell students that they will do the same task next period.

Students' role

- Listen to the others while sharing

Evaluation

C1 : Interacts orally in English

1. Participation in oral interaction
2. Content of the message

Task 4 b - Put Your Reality Glasses On (Optionnal)

Duration: 1-2 periods

Teacher's role

In class

1. Tell students that they will have to deconstruct one ad. They will choose between the ads they have already worked on.
2. Read each question in the Student Booklet on p. 12 and 13 with the students. Make sure the task is understood.
3. Model an example on the board.
4. Have students recall elements from task 4a in order to fully understand this activity.

Note: The questions are taken from the New Mexico Project on Media Literacy at www.nmmlp.com.

Students' role

- Choose an ad they want to deconstruct. Answer the questions on p. 12 and 13.
- Functional language: Agreement-Disagreement/ Teamwork and encouragement/related to Media

Evaluation

C2 Reinvests understanding of texts

2. Evidence of understanding of texts
4. Management of strategies

Task 5 - Planning a New Ad

Duration: 1 period

Teacher's role

Students' role

Evaluation

Production Process - Preproduction

In class

Suggestion prior to the task : Enabling exercise on imperative to help them write a slogan. (Handout 6 and Handout 7 on Language in advertising)

1. Explain to students that they will produce an ad using the same product they have worked on in task 3. The ad must have the same purpose (to sell), but a different audience. Inform students that they will work in pair.
2. Present the evaluation criteria for the task: C3 and CCC8 (see co-evaluation grid in the Student Booklet p.17)
3. Invite student to make a list of characteristics to consider for an effective ad in the Student Booklet p. 14. Possible characteristics can be found on Handout 8.
4. Brainstorm with students how guidelines could be modified according to a different audience: children, grandfathers, rich people, adults, etc.
5. Inform them of the evaluation criteria targeted for C2 and C3.
6. Remind them of the task on text features (task 3).
7. Ask them to create a general plan in their booklet on p. 15 and 16
8. Circulate helping out.

- Make sure they understand the task (ask questions)

- Plan their media text using the guidelines for producing a new ad.
- Students write their guidelines in the Student's Booklet.

- Share ideas

- Interact respectfully and cooperate with others

- Reflect on their team work

C3 Writes and produces texts

1. Participation in the production process

4. Management of strategies and resources

CCC8 Cooperates with others

- Degree of participation in the work of the team

- Quality of the evaluation of his/her own contribution, and the contribution of peers.

Task 6 - Producing a New Ad

Duration: 2- 4 periods

Teacher's role

Production Process - Production phase

Preparation before class

- Prepare the technological tools for the task

Material needed

- One computer per team
- A digital camera
- A printer (colour)
- A drawing or vector graphic program (see Technical Tool Kit)

Optional

- Scanner
- Projector
- USB Key

In class

1. Prepare students for the next task: show them the tools available and distribute the procedure - Handout 8.
2. It would be a good idea to explore the application with the group beforehand.

Students' role

Evaluation

C3 Writes and produces texts

1. Participation in the production process

CCC6 Uses the information and communications technologies

- Degree of respect for the rules of ethics.
- Quality of the analysis of his/her successes and difficulties
- Effectiveness of interaction and troubleshooting strategies

CCC8 Cooperates with others

- Degree of participation in the work of the team
- Quality of the evaluation on his/her own contribution, and the contribution of peers.

Task 6 - Producing a New Ad

Duration: 2- 4 periods

Teacher's role

3. Remind them about the educational intention and the evaluation criteria.
4. Inform students of the number of periods they will be working on their advertisements.
5. Ask students to review their plans before engaging in the task.
6. Elicit from students how to manage communication and social/affective strategies that can help their teamwork.
7. Circulate and help out students with technological problems or ask an expert student when needed.
8. Ask students to print their ad completed. Save each ad using a USB key or on the Portal, in order to project them to the class.

Note: The printed copy could be used for the presentation if you do not have access to a projector. Also, each student could have a copy and keep it in their portfolio. If you wish to experience an electronic portfolio, there are a few available (Cyberfolio, E-Pearl and even the Portal, see Technical Tool Kit).

Students' role

- Be open minded
- Using available technology, students produce their own ads.
- Cooperate with others and keep a positive attitude
- Take into account the elements decided upon during the preproduction phase
- Edit and add final touches

Evaluation

Task 7 - Presenting the Ads

Duration: 1 - 2 periods

Teacher's role

Production Process - Postproduction phase

Preparation before class

- Prepare the material needed for presenting the ads:

Material needed

- A projector
- A computer
- All the students' productions on one computer (with USB Key, E-Mail or on the Portal)

In class

1. Give each team time to prepare their presentations.
2. Explain the evaluation criteria for the the task. Ask each team to present their advertisement using the text's features.
3. Ask students to comment on the ads presented.
4. Invite students to adjust their ads according to the remarks they have received from the classmates and to complete their co-evaluation grid on Cooperation on p. 17 and the self-evaluation grid Uses the ICT on p. 18.

After the presentations

- Discuss what they have learned
- Elicit from students ways to reinvest what they have learned.

Students' role

- Present their ads using the texts features.
- Discuss and ask questions after each presentation
- Adjust their ads before they publish them on a site or print them.

Evaluation

C3 Writes and produces texts

2. Content of the message
3. Formulation of the message

(during and after the presentation)

CCC6 Uses the information and communications technologies

- Degree of respect for the rule of ethics.
- Appropriateness of adjustments made

CCC8 Cooperates with others

- Degree of participation in the work of the team
- Quality of the evaluation of his/her own contribution, and the contribution of peers.

Assimilation - Transfer of learning

Task 8 - Critique an Ad

Duration: 1 - 2 periods

Teacher's role

Suggested for C3

Task: To write an essay on one ad student had to deconstruct.

1. Ask students to choose an ad and critique it.
2. Have them write an essay by answering the following question:

Reference : <http://en.wikipedia.org/wiki/Essay>

(see the referenced website at the bottom of the page)

What makes this ad a good or a bad ad?

Students can read essays for inspiration on the New Mexico website at the following address:

<http://www.nmmlp.org/>

E-mail us your ads! We will post them on our website!

For more information contact Sandra Laine:

sandra_laine@csmv.qc.ca

Students' role

Evaluation

C3 Writes and produces texts

2. Content of the message
3. Formulation of the message
4. Management of strategies and resources