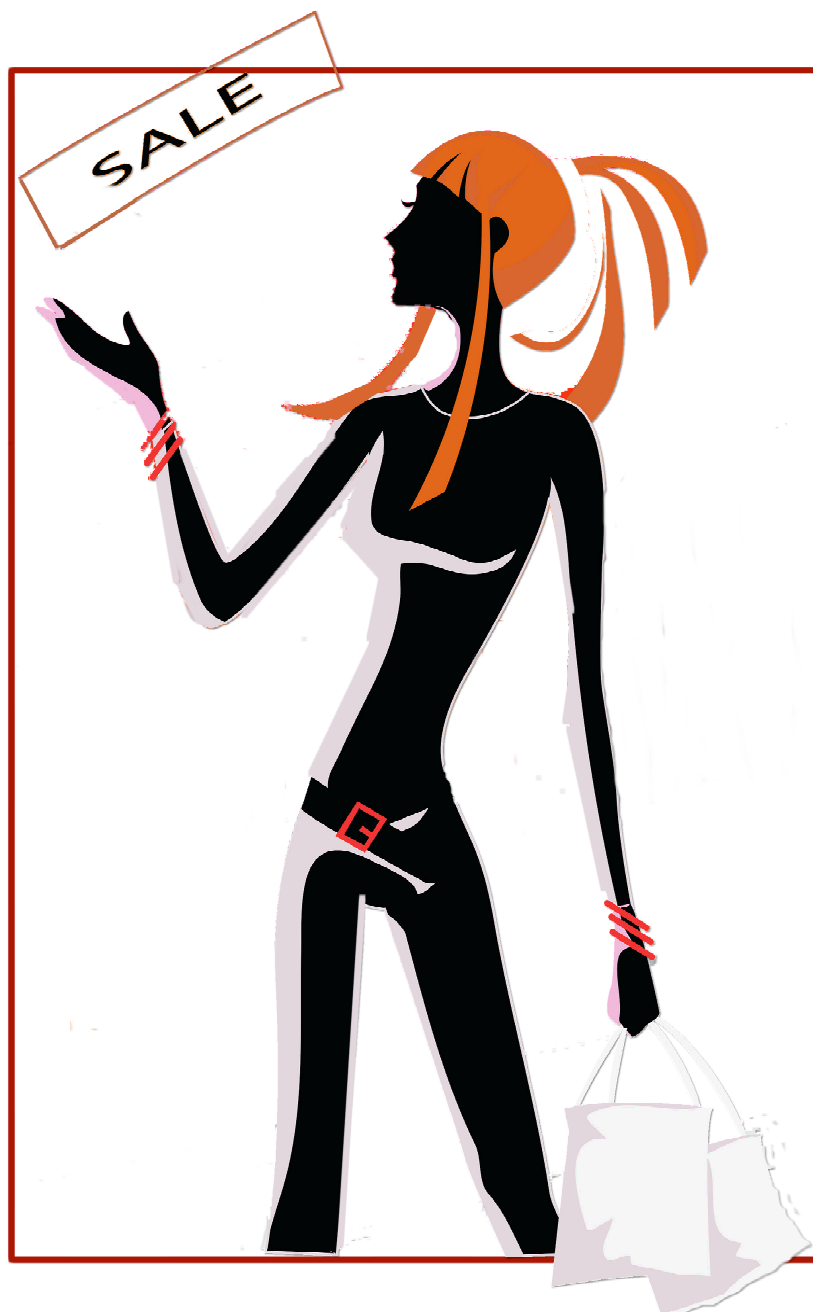# Image in Advertisement: Trivial or Strategic?

Student Booklet   Name:_____

Image in Advertisement: Trivial or Strategic?

Advertising is everywhere: in school, on the street, on TV, in your home. How does advertising influence your life? Companies will spend millions of dollars to bring you their message. Why? Why do they research consumer behavior? Companies want to reach out to you and choosing the best images possible will do just that.

In the following Learning and Evaluation Situation you will explore the power of images used in advertisements today.

You will go behind the scenes of the advertising world to discover how companies go about their business and how they put together the images we see in their ads. At the end of the situation, you will create your own media message.

The Impact of Advertising on Our Lives

Pay attention to the video presented in class. Write down your impressions about the video. You can draw a semantic map.

The Impact of Advertising on Our Lives

Watch the video presented in class carefully. After the video, you will write down the positive and negative impact of advertising conveyed in the Dove video.

In a small group, discuss the positive and negative impact of advertising. Use the following prompts to discuss with your team.

Prompts: I noticed that...   I believe that...
          I think that... has a negative impact.   I found...very interesting because...
          I think that... has a positive impact.

Positive	Negative

Reflection: What is the main idea of the commercial?

_____

_____

_____

SOME MEDIA CONVENTIONS AND TECHNIQUES TO EXPLORE IN THE PRODUCTION PROCESS

Layout		The visual arrangement of all elements (e.g. titles, text, graphics) on a page, poster, Web page, etc. to catch the eye and effectively convey messages
Symbol		Using symbols can help convey finer shades of meaning and help make a production more aesthetically pleasing
Sound	Direct sound	Live sound that is recorded at the same time as the film
	Dubbed sound	Sound that is added to a production after it has been produced
	Voice-over narration	Commentary added to a production
	Sound effects	Representing action Ambiance to help situate the listener/viewer in a context (e.g. wind blowing, glass breaking, animal running)
	Music	Music helps set the mood and can establish a sense of pace
Image	Camera shot	Long shot (shows subject and most of the surroundings) Medium shot (shows most of subject and some surroundings) Close-up (shows a small part of the subject [e.g. person's face] in great detail)
	Angle	The direction and height from which the camera takes the scene
	Movement	Pan left/right (the camera sweeps from side to side to record action) Zoom in/out (the camera does not move, the lens is focused from a long shot to a close-up while shooting)
	Transitions	Cut (one shot ends and another begins immediately) Fade in/out (the shot gradually appears or disappears)
	Manipulating time	Real time (e.g. a 10-minute clip represents a 10-minute event) Compressed time (not everything is shown, time is compacted between sequences, scenes and within scenes) Slow motion (action is slowed down for dramatic effect) Accelerated motion (motion is sped up; it can create thrill or a humourous effect) Flashback (the action breaks to some event that happened in the past)

What Type of Ads Are Included in Teen Magazines?

With the members of your team, look at the covers of the two teen magazines your teacher gave you.

1. Write down the name of the two magazines. Identify the audience targeted by those magazines and write down 3 clues that support your claim.

Name of Magazine	Targeted Audience	Clues

2. Answer the following questions.

a) Can you imagine five products that could be advertised in this magazine?

b) How many ads for each product do you think are in this magazine?

c) Why do you think they included those ads?

Magazine : _____

Product	How Many Ads	Why? (Purpose)

3. End-of-task reflection

    Were your predictions correct/right? Explain. Use the following prompt to write down your answer.

My predictions were.... because.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Internal Features

Topic/Information:

Language:

Text Components:

Cosmetics

Natural Essence

The Essence ∞
of Natural Beauty

Feels like
nothing's on!

Culture:

Purpose:

Audience:

External Features

Take a Good Look at These Ads

Take a look at the pile of ads your teacher gave you. Complete the following chart.

Guidelines	Ad #1	Ad #2	Ad #3
Type of product			
Product's name			
Other information about the product			
Type of language used			
Illustration			
Type of font used			
Colours used (text)			
Background color / texture			
Logo			
Purpose			
Intended audience			
Culture			

Text Features

Internal Features		
Topic/Information		e.g. topics that relate to students' interests, needs, experiences and concerns
Language		e.g. technical language in a "How-to manual," figurative language in a poem
Text Components		e.g. scenes, camera angles, credits, cast, setting, action in a TV sitcom
		e.g. frames, speech bubbles, colour, drawings, character, humour, sarcasm, punch line in a comic strip
		e.g. acts, scenes, stage directions, dialogue, props, special effects, character, setting, plot, theme, irony in a play
		e.g. verse, meter, rhyme, couplets, metaphors, similes, symbolism in a poem
		e.g. station identification, lead story, commentaries, inverted triangle in a news broadcast
		e.g. the fine print, subtitles, fill in the blanks, placing personal information first in a job application form

External Features		
Purpose		To express—an expressive text communicates feelings, emotions and attitudes (e.g. to describe a job interview)
		To inform—an informative text states facts (e.g. to explain how to do something)
		To direct—a directive text influences behaviour and perceptions (e.g. to persuade someone to buy a product)
Audience		e.g. family, friends, peers, teacher, community members, decision makers, global community
Culture		References to own culture or other cultures in texts

Colour Meaning

Red is usually associated with power, strength, excitement, passion and determination.

Red is a colour often used to advertise energy drinks, products related to sports, cars and other items associated with energy.

Red is also used with "Buy now" products. Impulsive shoppers responds more to this colour.

Red is frequently used in perfume advertising.

Lighter red colours: passion, romance, friendship, feminine qualities.
Darker red colours: rage, determination, power, masculine qualities.

Green is associated with nature, fertility, relaxation, safety. **Dark green** is more related to money.

Green can be used to advertise medical and organic products.

Purple symbolizes royalty, stability, luxury, wisdom, independence and creativity.

Bright purple could be used to advertise children's products because they are drawn to this colour. **Light purple** is often related to romance. You can use it in feminine designs.

Black is associated with elegance, power, mystery and death.

Black is used to promote elegant and expensive products such as cars. When used as a background it gives perspective; combined with bright colours, like red, it contrasts very well.

Orange is usually associated with health, energy, stimulation, success and creativity.

Orange is used to advertise products related to healthy food. It also stimulates appetite.

Orange is very effective in food and toy advertising.

Yellow is a colour associated with light, youthfulness, health and intellect.

Yellow can be used to attract attention, to advertise children's products and leisure.

It is not recommended to use this colour for men's prestigious products.

Blue is associated with wisdom, trust, stability, spirituality and purity.

Blue can be used to promote products and services related to cleanliness like water purification, cleaning liquids, airlines, cruises, etc.

Blue could be an interesting colour in an high tech advertising product. Avoid blue if you want to advertise food.

Women are very attracted to this colour.

Light blue: healing, calm, health, etc.
Dark blue: knowledge, seriousness, etc.

White is often associated with purity, cleanliness, innocence and safety.

Use white to advertise medical, cleaning, dieting, dairy and high tech products.

Check Out Example of Deconstructed Ads

On the Internet, go to this website: http://www.nmmlp.org/

Click on : Media Literacy
Click on: Deconstruct this!

Students of your age have deconstructed ads.   Select one ad and read what these students thought about them.

Put Your Reality Glasses On!

Select one ad and deconstruct the media message by answering these questions:

1. **Who created this media message? Why?**

_____

_____

2. **Who is the target audience? What text, images or sounds suggest this?**

_____

_____

3. **What is the literal meaning of the message?**

_____

_____

4. **What is the subtext (unstated or hidden message)?**

_____

_____

_____

5. **What healthy messages are communicated? What unhealthy messages are communicated?**

_____

_____

6. **What part of the story is not being told?**

_____

_____

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

Creating an Ad for a Magazine

Make a list of characteristics to consider for an effective ad.

Characteristics	Comments

Planning a New Ad

With your team, complete the guidelines for producing your new ad. Use the legend at the bottom of the page to plan your new ad.

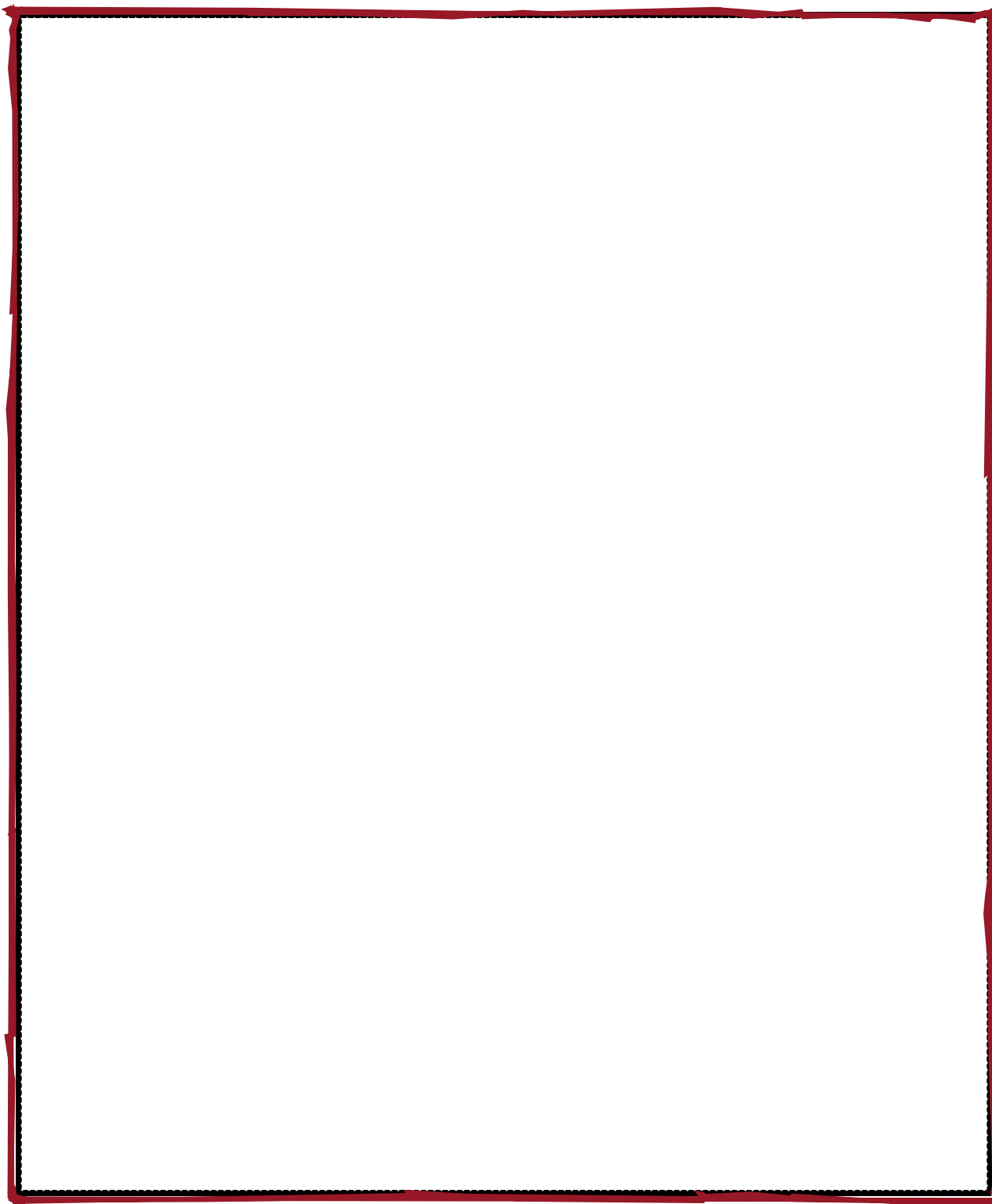| Text Features:	New Ad
Type of product	
Name	
Other information	
Type of language	
Images	
Font	
Background	
Logo	
Purpose	
Audience	
Culture	

Must change	Must keep	Can change

Draw a plan of your new ad. At first, use a pencil and when you are done, use your colouring pencils to facilitate your work.

Co-evaluation of the development of the cross-curricular competency:

Cooperates with others

Targeted criteria:

Degree of participation in the work of the team

Quality of the evaluation of my contribution and that of peers

	S	T	Comments
1.I planned and created the ad with my partner.			
2.I completed my share of the work according to the requirements of the task.			
3.I can name the difficulties we had in our team,			
4.I was positive and encouraged by teammate.			
5.I helped my partner and asked for help when I needed it.			
6. I can name some improvements my team can make for the next task.			
Date			

Scale: A   B   C   D   E

Self-evaluation of the development of the cross-curricular competency:

Uses information and communication technologies

Targeted criteria:

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

	Explain
1. I respected copyrights and used my own images.	
2.I took into account the remarks that I received to adjust my ad.	
3.I can name the difficultiies that I had using ICT.	
4.I can name my successes using ICT	
5. What can I improve in the next production task?	
Date	