



Procedure

The Classroom Activity

Step 1: Preparing for the Task

Activate Prior Knowledge

Elicit from students examples of popular ads they see in the media.

Write a few examples on the board (or on the IWB) and ask students which techniques they think the advertisers use to influence young people to buy these products.

Lead them in a discussion to find out whether they consume some of these products and if the ads influence them.

Announce the task, Putting on a Commercial-Free Day.

Model the task in the following way:

Show students an example of a hamburger commercial; example the [first McDonald's hamburger commercial](#) (1963) and the [Super Hero Burger commercial](#) (1995).

Show students the picture of a hamburger commercial (search on the Web) and the [tricks the advertisers](#) (video) used to make the hamburger look delicious on TV.

Use the www.wikihow.com/Create-an-Advertisement to explain to students how to write the how-to create the commercial guide for their writing task.

Ask questions related to students' reactions, impressions, and opinions about the ad:

- Who do you believe is the intended audience of the McDonald's hamburger commercial?
- What do you think the job of a food stylist is?
- Why is it so important for the advertisers to make the hamburger look good?
- Point out that advertisers also use similar techniques to sell food, clothing, sports equipment, entertainment, lifestyle, etc.

Explain to them that to prepare their presentation, they will:

Do research on the Internet to find information about:

- the ways in which advertisers try to influence people through the media;
- techniques used in advertising;
- Use their creativity to do the task.;
- Work with a partner to plan and carry out the task.
- Explain the competencies that will be developed, and the evaluation criteria, to the students.



Point out that as this is the end-of-cycle evaluation task, several criteria will be assessed.

Tell students that the Cross-curricular competency, To use ICT, will be assessed and that you will evaluate how well they can use the computer to find information on the Internet. As a result, the Student Evaluation Guide will direct them to appropriate websites but they will have to find their way around the sites to get the required information.

Draw students' attention to the fact that the Evaluation Journal contains self-evaluation and peer evaluation grids to be completed after each activity, and that these grids will also help them understand the criteria by which their work will be evaluated.

Use the self and peer evaluations as additional support for your assessment.

Decide which classes will participate in the Commercial-Free Day and inform students who their intended audience will be.

Step 2: Carrying Out the Task

Pair students and have them go to the Student Evaluation Guide and follow the step-by-step instructions for doing the research.

Activity 1 - Tricks of the Trade

Have students go to <http://pbskids.org/dontbuyit/advertisingtricks/>, [Food Ad Tricks: Helping Kids Understand Food Ads on TV](#) and [Food that Fools You](#) ad about tricks used by advertisers to make food look good in ads.

Tell them to find the information that will help them do the crossword puzzle individually, on **Worksheet #1a** of their Evaluation Journal.

Have students turn to their partner and share their answers.

Correct with the class.

Invite pairs to go to <http://pbskids.org/dontbuyit/advertisingtricks/> and to create an ad online (verify if the Flash Player is updated) .

Tell them to read what the advertisers say about their choices.

Ask them to write the elements they chose in their Evaluation Journal, on **Worksheet #1b**, and their reason for choosing each element, based on what the advertisers' said about their choices.



Example:

Colour: Orange because it makes people feel energized.

Inform students that they can use this information to help them design their commercial for the Commercial-Free Day.

Use **Observation Grid #1** (ESL competencies 1 and 2; CCC 6) to evaluate students' work.

Activity 2 - More Tricks of the Trade

Invite students to go to the site <http://pbskids.org/dontbuyit/advertisingtricks/> and click on What's In An Ad?

Ask them to watch the three ads (Pepsi, Levi's, Phillip Morris) and read about tricks that the advertisers used to get people's attention.

Have them think about the tricks they read about, and write, individually in their Evaluation Journal, on **Worksheet #2a**, their answers to the following questions:

Pepsi: What tricks do the advertisers use to sell this soft drink?

Levi's: What tricks do the advertisers use to sell these jeans?

Philip Morris: What is the message in this ad?

What do you think is the best way for advertisements to convince kids not to smoke?

Ask students to turn to their partner and share their answers.

Have students go to back to the site <http://pbskids.org/dontbuyit/advertisingtricks/>, click on Be the Ad Detective, and take the good detective test.

Invite them to look around them and identify five ads they see on their classmates' clothing, or in the class, and to make a list of these ads, individually, in their Evaluation Journal, on **Worksheet #2b**.

Have them turn to their partner and share their responses, and together complete the list of ads they see in their immediate environment.

Use **Observation Grid #2** (ESL competencies 1 and 2; CCC 6 and 7) to evaluate students' work.



Activity 3 - Being Ad Smart

Tell students that for the next activity, they will watch a commercial with their partner and answer questions about it.

STRATEGY

Elicit from students strategies that can help them to understand the message of a TV ad. (Inferencing, etc.)

Ask students to go to Youtube and search for a Gap commercial (or any other commercial of your choice). An example here : <https://www.youtube.com/watch?v=dsgXpS1Ws1U>

Tell pairs to go to the site <http://pbskids.org/dontbuyit/buyingsmart/question.html>, and answer the first three questions about the ad they watched.

Have them write their answers in their Evaluation Journal, on **Worksheet #3**.

Invite each pair to join another pair and share their responses.

Continue evaluating the ESL and CC competencies, using Observation Grid #2.

Activity 4 - The Media vs Reality

Ask students to read the questions in the Before reading section on **Worksheet #4** in their Evaluation Journal, and to answer them individually.

Invite them to use the questionnaire to interview their partner.

Inform pairs that they are going to read about the secrets of a magazine cover model.

STRATEGY: Predicting

Ask pairs to make oral predictions about the secrets that models use to look perfectly beautiful before a photography shoot.

Tell them to do research on the Internet (<http://pbskids.org/dontbuyit/entertainment/> - Cover Model – Secrets) to discover the secrets of transforming a regular girl into a magazine cover model.

Ask them to answer the questions in the After reading section on **Worksheet #4**.

Continue evaluating the ESL and CC competencies, using **Observation Grid #2**.



Task: Putting on a Commercial-Free Day

Tell pairs that it is now time to create their ad for the Commercial-Free Day.

Invite them to use the following steps to plan their commercial:

Brainstorm ideas and choose:

- a category of item for their ad (food, music, clothing, etc.)
- the advertising tricks they will use in their ad
- a presentation technique
- elements of creativity
- their responsibilities
- Go over the evaluation criteria with the students, pointing out that, in addition to the ESL competencies, you will be evaluating the Cross-curricular Competency 5, To adopt effective work methods and that the evaluation criteria will focus on their perseverance in performing the task, so it is important to complete the task on time. Tell them that their creativity will also be evaluated.

Announce the date of the Commercial-Free Day.

Ask pairs to make their plan, create their ad, and write their "How-to-create-the-commercial" guide.

Have pairs complete the storyboard, **Worksheet #5**, if they are creating a video or audio commercial.

Tell students to practise their presentations.

Ask each pair to present their ad to another pair for feedback, and to have their audience complete the peer evaluation grid in their Evaluation Journal, on **Worksheet #6**.

Invite students to make adjustments following the peer feedback.

Continue evaluating ESL Competency 1 using **Observation Grid #2**.

Tell pairs to create their posters announcing the Commercial-Free Day.

Evaluate the posters using **Observation Grid #3**, ESL Competency 2.

Invite them to place these at strategic places in the school.

Have students put on the Commercial-Free Day.

Evaluate the ESL and CC competencies, using **Observation Grid #3** and write about what went well, what you would like to change next time using this **document**.