

## ADVERTISING

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*You will also find the complete list of characteristics that show compatibility with the new program, a full lesson plan, evaluation strategies and suggestions for follow-up activities.*

### **The lesson:** Secondary IV Core Program

In this lesson, students will read texts in the form of various ads. They will learn the techniques associated with advertising and prepare an advertising pitch for a TV ad of their own design.

### **Broad area of learning:** Media Literacy

**Cross-curricular competencies:** *To use creativity:* to imagine ways of proceeding to present an advertising pitch and *To exercise critical judgment:* to form an opinion about what constitutes an appropriate ad.

**Educational aims:** To enable students to exercise critical judgment with respect to advertising, to produce an advertising proposal for a client and to use media-related materials and communication codes.

**Resources:** Acetates or copies of various texts, articles about the impact of advertising  
Print ads (English or French) brought in by students, approved by teacher and glued to sheets of construction paper  
Dictionaries  
A video of the teacher's favourite commercial  
List of places where advertising can be found\*  
List of advertising techniques\*  
Print ads and packaged products aimed at different target audiences  
Labels of target audiences (8) to be displayed at intervals on the walls\*  
Small cards with names of target audiences, as above, an equal number of each for the group, i.e. 4 each for a group of 32\*  
Advertising chart\*  
Model, checklist of criteria and evaluation grid for scripting an ad\*

### **PREPARING TO LEARN**

1. **Brainstorming:** Individually, each student lists as many places as possible where advertising can be found. In pair, students compare and add to their lists.
2. **Validation:** Teacher puts up a list of several places on OHP and checks them off as students name them. Students and teacher complete their own lists.

### **WHILE LEARNING**

3. **TV ads:** Individually, using the advertising chart, students list the TV ad they like the most and the one they like the least and say why. In teams of three, they fill the left part of the T-chart giving as many reasons as possible.
4. **Techniques:** On the right part of the T-chart, students take notes about techniques used in advertising found in a) a short text that the teacher hands out or shows on acetate b) a TV commercial c) the ads

they brought to class. They then write a definition of an advertising technique. Teacher confirms by showing own list of techniques and definition.

5. Target audience: Using 3 print ads, teacher explains "target audience" then shows different packaged products and asks students to name the target audience. In teams of 3, students will use their own ads, discuss the target audience for each one, and write it on the back. The materials manager will display the ad under the proper categories on the wall.

### **REINVEST LEARNING**

6. Scripting a 20-second TV ad: Teacher recaps techniques and target audience using products from #5 then gives each student a target audience card and the name of a product "toothpaste which is the same for all students. Teacher then models writing a point form script for a TV ad using a different product and a checklist of criteria.

Individually, students fill in the chart then write a point form script for their ad using model and chart.

7. Choosing a script: Students form teams of 4 on the basis of a common target audience card. They then read each other's script and decide which ad they will pitch to the toothpaste company. The manager (student whose pitch was chosen): a) assigns roles and explains what is to be said, b) gives instructions on how to proceed. This takes 5 minutes: no writing is involved and teacher monitors. Then each team joins another team (total 8 students). First team presents (acts out) its ad. Second team checks off techniques used and guesses target audience, then validates choices with team that presented. Roles are reversed.

Worksheets for **ADVERTISING**

1. Advertising charts
2. Places where advertising can be found
3. Advertising techniques and Target audiences
4. TV ad product pitch script - Model
5. TV ad product pitch script
6. Evaluation grid

## ADVERTISING CHARTS

Name:

Date:

Group:

<u>Places where advertising can be found</u>	<u>My most favourite ad</u>	<u>My least favourite ad</u>
	Why?	Why?

## T-CHART

Reasons to like or dislike ads	Techniques used in advertising

## **PLACES WHERE ADVERTISING CAN BE FOUND**

**Television**

**Radio**

**Newspapers**

**Magazines**

**Flyers**

**Internet**

**Movies**

**Billboards**

**Stores**

**Cafeterias, restaurants and nightclubs**

**Sports clubs**

**CD jackets**

**Bookmarks**

**Pens and pencils**

**Free samples, gadgets**

**Cigarette packages**

**Food containers**

**Clothes: jeans, T-shirts, sneakers, etc.**

**Bags**

**Sports equipment**

**Cars, buses, Metro, public transportation, racing cars**

**Sky: skywriting or planes towing a sign**

**People: rollerbladers carrying signs / sandwich boards**

**Gas stations**

**Public bathrooms**

**Bus shelters**

## **Advertising Techniques**

Happy perfect families  
Doctors, scientists  
Beautiful, sexy women and men  
Comedy, humour  
"Before" and "after"  
Physical fitness and health  
Romance and love  
Celebrities, famous people  
Children  
Music  
Free offer / discount  
Older people  
Dreams, fantasies, luxury  
Graphics / colour  
Logo  
Parties and good times  
Animals  
Environment

## **Target Audiences**

Mostly men  
Mostly women  
Parents / families  
Sports fans  
Pet owners  
Children  
Teens  
Business people  
Other

## TV Ad Product Pitch Script - MODEL

Product: \_\_\_\_\_ *Vitamins* \_\_\_\_\_

Target Audience: \_\_\_\_\_ *teenagers* \_\_\_\_\_

Name of Product: \_\_\_\_\_ *Juicy Juice Vitamins* \_\_\_\_\_

Name of the four people in the commercial:

1. \_\_\_\_\_ *Tom* \_\_\_\_\_ 3. \_\_\_\_\_ *Josée* \_\_\_\_\_

2. \_\_\_\_\_ *Joe* \_\_\_\_\_ 4. \_\_\_\_\_ *Paul* \_\_\_\_\_

The commercial is 20 seconds

Storyboard:

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What happens:

First -> \_\_\_\_\_ *Tom looks sick and unhappy* \_\_\_\_\_

Second -> \_\_\_\_\_ *Joe looks happy and excited* \_\_\_\_\_

Third -> \_\_\_\_\_ *Josée tells Tom to take vitamins* \_\_\_\_\_

Etc. \_\_\_\_\_ *Paul the doctor talks about vitamins* \_\_\_\_\_

### Script

*Tom will look sick and unhappy. His brother Joe will run around looking very happy. Josée who is the mother will come in and tell Tom that he should take Juicy Juice Vitamins to be like his brother Joe. Paul will come in looking like a doctor, he will tell the audience that Juicy Juice Vitamins is what teenagers should take to get an extra bounce in their step.*

# TV Ad Product Pitch Script

Product: \_\_\_\_\_

Target Audience: \_\_\_\_\_

Name of Product: \_\_\_\_\_

Name of the four people in the commercial:

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

The commercial is 20 seconds

Storyboard:

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What happens:

First -> \_\_\_\_\_

Second -> \_\_\_\_\_

Third -> \_\_\_\_\_

Etc. \_\_\_\_\_

Script

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<b>Techniques</b>	<b>Product Pitch</b>	Product Pitch	Product Pitch
Happy perfect families			
Doctors and scientists			
Beautiful, sexy women and men			
Comedy/humour			
"Before" and "after"			
Physical fitness and health			
Romance and love			
Celebrities, famous people			
Children			
Music			
Free offer/discount			
Older people			
Dreams fantasies and luxury			
Graphics/colour			
Logo			
Parties and good times			
Animals			
Environment			

Target Audience			
I guessed the target audience correctly	Yes / No	Yes / No	Yes / No
I was able to identify the techniques used	Yes / No	Yes / No	Yes / No