

3

MEDIA LITERACY AND DIGITAL RESILIENCE - Advertising, persuasion and thinking critically



YEAR GROUP:
3/4



DURATION:
1 hour



LEARNING OBJECTIVES – students will learn...

- To recognise that images and information online can be altered or adapted and the reasons for why this happens
- To make safe, reliable choices from search results
- How to report something seen or experienced online that concerns them. E.g. images or content that worries them, unkind or inappropriate communication
- Why people might choose to buy or not to buy something online e.g. from seeing an advert
- That search results are ordered based on the popularity of the website and that this can affect what information people access



KEY VOCABULARY/LANGUAGE

- POSSIBLE STEM SENTENCE - *Am I looking at something true or false, real or fake?*
- Persuasion
- Influence
- Power
- Responsibility
- Judgement and views



WHAT YOU WILL NEED

- Clear the classroom or do in the hall
- Whiteboard
- Paper and coloured pens
- Lesson 3 Resources doc
- Printed bingo boards 1 per person (slide 3 - 2 per page, cut down middle)
- Pencil or pen for bingo
- You tube videos and advertising images Slides 3 - 6
- Cut out nouns and verbs on pieces of paper (teacher write these out ahead of lesson)
- A4 or A3 paper and felt tip pens
- Instruments - percussion

WARM UP

7 MINS

DRAMA - Bomb and shield game

The influence of unknown forces

- Stand in a circle.
- Silently choose two people in the circle and label them: 1 person as a "bomb" and 1 person as a "shield". They should do this without letting anyone else know.

No physical contact

No running

No talking

- When you say "Go", they are to move around the room, always keeping their "shield" between themselves and the "bomb". They must never stop moving.
- After a while, say "Switch!". Now the "bomb" becomes your "shield" and your "shield" becomes your "bomb".
- At the end of the activity get back into a circle and one by one share who was their bomb and who was their shield.

ACTIVITY 1 / EXPLORE

10 MINS

Advertising Detectives brainstorm

Ask the following questions and ask for quick fire responses and record on the whiteboard

- Who has seen an advert and wanted to buy the thing being advertised?
- How did the advert get you interested?

E.g.

colourful

catchy song or jingle

a child like me in the advert

smiles and happy people

an offer to get it cheaper

Fun upbeat music

Recognisable Logo

Memorable Tagline or catchphrase

Famous person endorsement (Prime drink - Logan Paul/KSI)

Incentives - 2 days left at this price

Slide 3 - use examples

- How did the advert make you feel?

E.g. Happy, jealous, frightened, sad, Did it make you want to jump on the bandwagon, you don't want to miss out

Advertising Bingo

Bright colours	Catchy song	Clever	Smiling people
Logo	Child like me	Catchphrase	Logo
Happy people	Famous people	Incentive offer	Jingle

Can you spot the ways you are being sold to?

Hand out bingo boards (printed A5)

Each child needs a pen

Show the examples (slide 5-8) and use advertising bingo board to see if you can spot them all

Shout "SOLD" when you complete your board

- ➔ Haribo advert
- ➔ McDonald's advert
- ➔ Ketchup
- ➔ Prime

Who makes the adverts and Why?

Ask these questions and note down responses (slide 9)

- ➔ Who makes these adverts?
- ➔ Why do they make them?

These adverts you have seen are obvious and we can see and hear them. There is another more secretive way we are being advertised to which is much less obvious...

Read out this example (slide 10)

- ➔ If you go into your classroom and pick up a David Walliams book the next day the whole shelf will be full of only David Walliams books

This happens when we access things that interest us on the internet. Advertisers know we have looked and then can target us with similar products.

We need to be aware that online we are always being targeted.

Watch this video:

<https://www.youtube.com/watch?v=iRDy-2JkBtc>

DESIGN MUSIC AND DRAMA - Create your own silly/ nonsense Advert for a product to sell to the class

ALL

In small groups (approx 6 in each)

Hand out one verb and one noun to each group: slide 12 to cut out

Verbs	Nouns
Running	Banana
Jumping	Toothbrush
Eating	Hat
Walking	Kettle
Singing	Shoes
Hugging	Car
Sleeping	Backpack
Jogging	Pencil case
Swaying	Bicycle
	Beanbag
	Chocolate bar
	Teddy bear

→ **REVEAL AND DISCUSS YOUR PRODUCT** - why would people want to buy this product? What's the benefit of it?

E.g. Eating Shoes ... no need to sweep the floor ... your shoes will eat the crumbs

E.g. Singing Car ...radio is old news ... this car will play your favourite playlist from the moment you open the door

E.g. Singing Kettle ... Enjoy some opera with your cup of tea

E.g. A running car - the most eco friendly and healthy way to travel

E.g. running teddy bear... A Teddy bear that helps you run to school

→ Make a simple **CATCHPHRASE** for your product. A catchphrase is a slogan, sometimes rhyming, that makes the product sound appealing.

It focuses on something the product is able to do its USP or how it makes you feel.

NOTE: the catchphrase should be only 5 or 6 words long.

E.g. 'Sluggish running? Be ready with Teddy!'

E.g. 'Bored of dog walking? Teddy to the rescue!'

E.g. McDonald's "Im loving it"

E.g. Pringles "Once you pop you just cant stop

→ **DESIGN a poster** advert for it (include the catchphrase)

A4 or A3 paper and felt tip pens

Look back at all the tricks of advertising you discovered earlier, use them for your design and discuss what the selling points are e.g. fun, labour saving, healthy etc.

→ The group should practice chanting their catchphrase together and add gestures

→ **SING** your catchphrase, and add an instrument - either a flourish before the singing, or after (or to accompany the singing) (5 mins)

→ **PUT IT ALL TOGETHER** Rehearse sung catchphrase with gestures and percussion

Perform adverts / checklist / vote

- ➔ Teacher facilitate checking the adverts they have created against the Bingo board and different colour pen to spot advertising tricks
- ➔ Quick vote for the product you most want to buy
- ➔ Feedback from class
What could you do differently to persuade and influence your classmates to buy your product?