

Health Education Lesson Plan

Descriptive Information

Skill Emphasis (NHES): Analyzing Influences (INF), Core Concepts (CC)

Unit/Content Area: Life Skills

Topic Area: Advertising

Title of Lesson: Media Mayhem: Ad it up!

Grade Level: 7

PA Standard: 10.2..9.C – Analyzing media and health safety messages and describe their impact on personal health and safety

PA Reading: 1.2.8.B – Use and understand a variety of media and evaluate the quality of material produced.

Adolescent Risk Behavior:: AOD, tobacco use, sedentary lifestyle, dietary patterns, sexual behaviors, intentional and unintentional injury **Depending on the advertisement one or more of these topics may be addressed.

Behavioral Objective(s)

Content:

1. Students will be able to identify different techniques advertisers use by examining different advertisements and writing down at least one technique used in each.

Skills:

2. Students will be able to analyze the influence of different advertising techniques by examining different advertising techniques when creating their own advertisement

Key Concept(s) to be Covered in Today's Lesson

- *Advertising techniques*
- *Analyzing advertisements*

Class Outline:

- *Introduction the lesson*
- *Bell Ringer – Name That Product*
- *Analyzing Advertisements: Discuss the different forms of advertising techniques, the stated message, implied messages, and target audiences (Content Progression)*
- *Discuss the amount of advertising present in society (Content Progression)*
- *Learning Activity #1*
- *Learning Activity #2*
- *Culmination Experience/Conclusion- Learning Activity #3*

*** Assessment is included in Learning activity #2*

Introduction to the Lesson (Set Induction)

"Good Morning class! Our names are Miss Grear, Mr. Enyeart, and Miss Klein. We just want to ask a few questions before we start. We want to know a little bit more about you. How many of you watch television? Raise your hand. How many of you actually have a TV in your room? How many of you access the internet at school or at home. How many of you listen to the radio or have ever picked up and skimmed through a magazine? You're exposed to these things everyday, right? Well, those were all advertisement mediums. Globally, corporations spend over 600 billion dollars each year to make their products more desirable and get us to buy them. Today we're going to take a look at how they do that."

Bell Ringer/Instant Activity: Name That Product

- Show students a list (worksheet) of different popular slogans that are in the media today. Have the students work individually to try to figure out who the sources of the slogans are. After two minutes have them share their answers with their neighbor(s). After this the correct answers will be presented to the students.
- Worksheet: Name That Product

Content Progression and Instructional Strategies

A. Different types of advertising techniques the stated message, implied messages, and target audiences (Lecture, Q &A)

1. Techniques

- a. Celebrity Endorsement - Has famous or well-known people (movie stars, athletes, etc..) promote their product. Creates the impression that the product must good if they use it, and that if you want to be like them you should use it to.
- b. Voice of Authority - Has experts or authorities (doctors, scientists, or actors playing the part of experts) talk about the effectiveness of a product. Since they are experts, advertisers count on the fact that consumers are likely to believe what the "experts" say about how well the product works.
- c. Scientific Evidence - Presents "facts" and statistics from surveys supporting the effectiveness of particular products. This is often combined with the Voice of Authority technique in an effort to make the ad even more appealing
- d. Comparisons Test and Opinion Polls: Presents the results of consumer opinion polls or "tastes tests" involving direct comparisons of similar (competing) products. These ads are intended to show that more people like brand A than brand B, or that product X is stronger, safer, lighter, less expensive, etc.. than other similar products
- e. Demonstrations - Intended to show how well a product works (usually under the most favorable conditions possible). Some of these demonstrations have been found to be rigged by advertisers to make the product look much better than it really is. Frequently used for household products.
- f. Bandwagon Appeal - Intended to create the impression that everybody is using a particular product and because everybody is using it you should to.
- g. Romance/Sex Appeal - Uses very attractive models in a way that implies that using a particular product will make the person using it more romantically or sexually attractive.
- h. Maturity/Sophistication Appeal - Intended to show that if you buy a certain product you will be more grown-up, sophisticated, and fashionable

- i. Run/Relaxation Appeal - Intended to sell a product by convincing you that it will help you to have more fun or feel more relaxed.
 - j. Popularity Appeal - Intended to convince you to buy a certain product by implying that if you use it you will be more popular.
 - k. The "Deal" Appeal - Tries to create a sense of urgency and excitement by implying that this is a deal that is too good to pass up. Generally focuses on price and creates a sense of urgency by saying that the deal will end soon because the sale price is only for a few days and/or there is only a limited supply of the product.
2. **Target Audience** – A specific audience for which the advertisement is designed
 3. **Stated message** – The product that the ad is advertising
 4. **Implied (hidden) message** – The message that is not directly stated but implied by the advertisement. For example, implying that the people in the ad are cool because they are using the product and you will be cool if you use it to.
- B. Amount of Advertising Today (Lecture, Q & A)
1. 3,000 ads (Q. **How many ads do you think the average American views everyday (including all types of media – TV, magazines, billboards, etc?)** Statistics according to PBS.org)
 2. 40% of kids 6-17 discuss with their parents the commercials they see on TV.
 3. 26% of consumers say that ads on the internet influence their decisions
- C. How advertising affects you (Discussion)
1. Since so many people see so many advertisements ask the students how they feel advertising affects them. If so, how? If not, why?
 2. Ask the students if they feel that advertising has affected their opinions on alcohol and tobacco. How does advertising make these things look? Do they show them negatively, positively, or neutral?

Learning Activity(ies)

A. Analyzing Advertisements (Activity #1):

1. Description of the Activity:
 - Students will analyze a variety of advertisements for the techniques used, target audience, stated message, and the implied message
2. Instructions for Completing the Activity:
 - Present the students with several different common advertisements. For each ad give the students 30 seconds to pick out the designated concept (technique, stated message, implied message, or target audience) and write it down on a sheet of paper.
 - After the 30 seconds discuss what the answer was and discuss different answers. *Remember there will often be more than one correct answer.
3. Instructions for the Students:
 - The students will work individually during this activity.
 - Give each student worksheet #2
 - Instruct them to identify write down the designated concept after viewing each ad. They will have 30 seconds.
 - After each ad ask the students what they identified and why.

- Point out that different people interpret ads differently so everyone may come up with different responses

B. Make Over: Ad Edition (Activity #2):

1. Description of the Activity

- Students will work in twos or threes, whoever is sitting next to them, to redesign an ad. Each group will receive an ad and materials to work with. Each ad will be either a tobacco or alcohol advertisement. The students will then make their ad that into an anti-alcohol/tobacco ad by using one of the different techniques. Then each group will share their advertisements with their classmates.

2. Instructions for Completing the Activity

- Give each group an advertisement and word bubbles.
- Assign each different group a technique that they must employ when redesigning their ad.
- Ask the students to cover up all the words used in the advertisement and replace them with their own through the use of word bubbles supplied to them.
- The instructors will show an example of what is desired.
- After completion, students will switch with other groups to examine their peer's work and see if they can figure out what technique the other group used.
- Instructor will lead a discussion about how effectively each group used their technique. Strengths, improvements, etc...

3. Instructions for the Students

- Students will work with their seat partner(s).
- Give each group an ad and a designated technique.
- Redesign the given ad so that the designated technique is used.
- Students will cover up all of the words on the ad and in their place put their own through the use of word bubbles
- Students will be presented with an example created by the instructors
- After completing this students will switch with their peers that are near them and examine others' work to see if they can figure out which technique the other group was designated.
- Ask the students what made an ad that their peers redesigned easy to figure out the technique or difficult.

C. What's on your shopping list? (Activity #3)

1. Description of the Activity

- Students will work individually to come up with a list of products they bought or want to buy. They will analyze the way the one of their products was advertised and its effectiveness. Students will then share their findings with the class.

2. Instructions for Completing the Activity

- Have each student take out a piece of paper to write on.

- Ask students to list products they have bought or want to buy.
 - Ask students to pick one of their products.
 - Have students answer the following questions about their particular product: Was there any advertisement for the product? What was the medium and advertising technique used? Was it successful in getting you to desire the product?
 - After completion, instructor will lead students in a discussion of their answers.
3. Instructions for the Students
- Students will work individually
 - Students will list products they have bought or want to buy (maybe for the upcoming holiday season).
 - Students will choose one of their products.
 - Students will answer the following questions on the product they chose: Was there any advertisement for the product? What was the medium and advertising technique used? Was it successful in getting you to desire the product?
 - Students will be ready to share their answer with the class

Culminating Experience/Conclusion

To help reinforce the lesson's objective students will participate in Learning Activity #3

Discussion Points:

- Students will participate in Learning Activity #3
- Each student will list some products they bought or may be interested in buying. They will then analyze the product's advertisements including: medium, target audience, messages, advertising techniques.
- Students will then discuss their findings with the class

Conclusion:

- If you realize that advertising is intended to get you to buy a product and identify the advertising techniques companies may use, you will be better able to make the decisions you want instead of being influenced by ads to make the decisions that advertisers want you to make.

Performance-Based Assessment

Assessment Criteria for Learning Activity #2:

1. **Key Concepts:** Techniques used in advertisements.
 - a. **Student work is scored on the ability to:**
 - i. Accurately portray advertising techniques in their redesigned ad.
 - ii. Accurately identify the advertising techniques used in their peers redesigned ads.
2. **Skill:** Analyzing Influences
 - a. Student work is scored on the ability to:
 - i. Show a variety of influences.

- ii. Explain the complexity of the influences
- iii. Show how the influences affect their choices.

2. Project Components

Student project work will consist of recreating an advertisement to portray a given product and designated advertising technique. Their ads must include: the product given by the teacher and the designated advertising technique. Students must be creative and appropriate in their ad. Their final projects will be presented to the class and passed around for all to see. Writing must be neat and legible.

Concepts Rubric for Assessment (NHES 1)

- 4- The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.
- 3- The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.
- 2- The response shows presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
- 1- The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.

Generic Skills Rubric for Assessment (NHES 2-8)

- 4- The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3- The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2- The response shows some evidence of the ability to apply skills; the response may have inaccuracies or be incomplete.
- 1- The response shows little or no evidence of the ability to apply health skills.

VI. Classroom Management & Materials

◆ Classroom Materials

- Handouts/Worksheets:
 - Worksheet #1: Name That Product
 - Worksheet #2: Analyzing Advertisements
 - PowerPoint Presentation: Media Mayhem: Ad it up!
- Other Materials:

- Computer and projector
- Pencils and paper
- Magazine advertisements
- Markers
- Word bubbles, thought bubbles, etc.

◆ **Classroom Management**

- Whether the students are working individually or in groups their desks will stay in the traditional location they are already in. When working in groups the students will just work with their seat partner(s).

XIII. **Content References**

Botvin, Gilbert J. (2004). Life Skills Training: Promoting Health and Personal Development Student Guide 1. Princeton Health Press.

Public Broadcasting Services. How to Read Media. Retrieved November 18, 2006 from <http://www.pbs.org/kcet/senioryear/reachout/readmedia.html>.

University of Michigan Health System. Your Child and Television. Retrieved November 18, 2006 from <http://www.med.umich.edu/1libr/yourchild/tv.htm>.

XIV. **Activity Reference(s)**

Michael Enyeart, Lisa Gear, and Diana Klein. "Name That Product". November 18, 2006.

Michael Enyeart, Lisa Gear, Diana Klein. "Make Over; Ad Edition". November 18, 2006.

XV. **Resources**

College of Communications: Advertising and Public Relations (local) 204 Carnegie Building, University Park, Pa 16802. (814)865-1503

- By making an appointment with an advisor or professor, students may gain further insight on advertising mediums, techniques, and additional resources.

Public Broadcasting Services (internet)

<http://www.pbs.org/kcet/senioryear/reachout/readmedia.html>

- Provides information the importance of media education, analyzing the messages of advertisements, things you could do to make a change to the media, and a media literacy quiz.

Schlow Centre Region Library (local) 211 S. Allen St., State College, Pa 16801. (814)237-6236 refdesk@schlowlibrary.org or <http://schlowlibrary.org>

- Students can access the library or inquire through the internet to find additional resources in the library's scholarly sources.

XVI. **Appendices**

Worksheet #1: Name that Product

Worksheet #2: Analyzing advertisements

PowerPoint Presentation