



Lesson structure - Understanding Media Literacy

partner country: Spain
school: EP La Salle



NAME: ADVERTISING.	
Topic: Annotation / Short summary	Advertising. Misleading advertisements. We want students to reflect about the influent role of advertising in their lives from a real experience.
Aims:	The objective is that students realize that just with a quick glance at an advertisement, publicists can achieve their target and sell us or make us believe what they want. They don't use to lie, but they don't say all the truth either.
Age group:	14 – 18 years
Level	
Time	45 minutes
Materials	Images A: part of an advertisement picture. Images B: the whole picture of the same advertisement. The teacher has to choose some ads, s/he has to cut a part, this is image A. The image of the whole advertisement is image B.
Procedure	<ol style="list-style-type: none">1st step: Students split in groups of 4 people.2nd step: Each group gets an image of the group A, which is just a part of the whole picture of an advertisement. They brainstorm about what the image tells them, feelings, ideas, what they see. They write everything down.3rd step: Students, considering that it is advertising, imagine what there is behind that picture, around that picture, ideas about what they can't see. They write everything down.4th step: The teacher hands over the whole picture of the image they had received.5th step: Students comment their impressions, are they surprised? Did they expect that? They write everything down.

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	<p>f) 6th step: Students analyse the intention of the image:</p> <ol style="list-style-type: none">1. who is the target of the product?2. Is there a subliminal message behind the picture?3. According to you, what is the connection between the picture and the product is being advertised? <p>IF THERE IS MORE TIME: We come back to the step number 2 as many times as the teacher decides.</p> <p>We have to consider that students will be more perceptive every time and they will be less misled. It is better to do short rounds than just a long one.</p>
Closure / reflection	<p>15 minutes before the time is over, the teacher shows one picture of the group A and the groups of students that have worked on it share their comments aloud, what they thought at the beginning, what they thought at the end, if they have felt tricked...</p> <p>We can also make reflect about their learning while they were getting more pictures (if they have received more than one image)</p> <p>It is important that they don't see the B images of other groups.</p>
Follow up (homework)	<p>If we consider it interesting, we can ask them to look for an image and they cut it and they present it to the classmates during a next lesson / session.</p>
Tools needed	<p>Papers and pens.</p>
Resources/ Bibliography	<p>Examples:</p> <ul style="list-style-type: none">- Pepsi / Coke image (straw)- Invictus- Mac Donald's (pedestrian crossing)- ...

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