

Ad-Sense

Media Literacy and Historic Advertisements



Language Arts, Media Literacy

Grades 4-8

Note: Some aspects of the activities may need to be altered depending on skill level. Some activities may be better suited for older grades.

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A Note for Educators

There are **nine activities** included in this resource. Three activities are meant to help introduce students to advertising conventions and techniques (Minds-On). The next three activities encourage students to learn about selected conventions and techniques in more depth (Learning Activities). Finally, the last three activities consist of students applying this knowledge (Application Activities). You can choose one from each of the three categories (Minds-On, Learning and Application) to create a full lesson.

Included in this package are activity instructions, a *List of Conventions and Techniques* to familiarize yourself with and to use as a resource. There is also supplemental material and worksheets for the activities that require them.

Print advertisements (ads) are organized in a document by decade on the Museum of Dufferin: Learning Hub. These ads are from historic Dufferin County newspapers, including the *Orangeville Sun*, the *Orangeville Banner*, the *Shelburne Free Press and Economist* and the *Grand Valley Star and Vidette*. The articles range in date from the 1870s to the 1950s. A separate document consists of ads related to World War I and World War II, which also may be used for the activities.



Orangeville Banner, November 11, 1926



Orangeville Sun, August 28, 1890

Curriculum Connections

The charts below identify the specific expectations from the Ontario Curriculum that connect to each activity. It is important to note that print ads are one type of ad that the Ontario Curriculum discusses in the Media Literacy strand of Language Arts.

Minds-On Activities

Grade	Activities		
4-8	Analyzing Ads	Would You Rather	Categories
	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2

Learning Activities

Grade	Activities		
4-8	Discovery Stations	Scavenger Hunt	Ad Creation
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2	1.1, 1.2, 1.3, 2.1, 2.2	1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3, 3.4

Application Activities

Grade	Activities		
4-8	Revise an Ad	Create an Ad	Team Race
	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4	1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4	1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4

List of Conventions and Techniques

Usually multiple conventions and techniques are used in one ad, working together to promote the product or service. Though advertising conventions and techniques have changed over the years, there are consistent conventions and techniques used across decades. Conventions and techniques help to create meaning, engage, as well as influence the viewers.

Colour

- Send a message by creating a mood or feeling.
- Happier colours include yellow or orange, grey and some blues represent sad, red is bold and can capture people's attention, while softer colours (blues) can be used to create calmness and comfort. Some colours are warm (red, orange, brown) while others are cold (blue, white, purple).
- Important to think about how the colours used in an ad work together to create a message and complement each other.
- For more on colour see for example: "The Psychology of Colors in Marketing (Infographic)." *Digital Synopsis*. Last accessed 30 January 2020. <https://digitalsynopsis.com/advertising/psychology-of-colors-in-marketing/>.



Grand Valley Star and Vidette,
February 16, 1939

Focal Point

- Forces the viewer's eyes to focus on that point.
- Make it stand out from the rest of the ad by using colour, size, shape, etc.

Font

- The style of a font can send a message, making the viewer feel a certain way.
- A soft, rounded font creates a different feeling than one that uses straight, sharp and jagged lines.
- Use larger fonts to grab people's attention and if some information is more important than others, that text should be bigger than the rest.
- Too much writing can discourage viewers from looking more closely at an ad.

Repetition

- Get the word out about products and services to as many people as possible.
- A mascot or the same catchphrase is used in all the ads but different situations, to ensure an ad for the same product or service does not get boring or annoying.

List of Conventions and Techniques

Overt and Implied Messaging

- Overt: The obvious messaging of an ad. For example, an ad talking about how a pair of shoes feels great to wear.
- Implied: The message of an ad that is less obvious.
- Example 1: The same ad for shoes may also include an image of someone running, smiling with people who are running around them. If the smiling runner is older, while the people around them are younger, it implies that the shoes will allow the person to feel young again, and do things they did while they were younger. This message was created by associating the shoes with certain things that represent youth (running, younger people, smiling while running which means it is not painful to do so).
- Example 2: Associating something with wealth and popularity by putting expensive jewelry and clothing on a person standing beside a car, with lots of people smiling looking at the car's owner. This lets the viewer know that you could be popular and appear wealthy if you own this car.
- What the ad has in it will create ideas and messages for the viewer, depending on existing understandings of what those symbols represent. An understanding of the target audience is important when creating messaging in an ad.

Emotional/Personal Appeal

- Must have an understanding of the audience; their wants, needs and/or what they are scared of, to create the emotional connection.
- Emotions include loss, excitement, romance, nostalgia, sadness, love, happiness and longing.
- Some strategies include: Asking a question or including “your” in the ad’s text (using specific language), association, storytelling, getting the viewer to identify (empathize) with the product or service so they support it or purchase it, creating an ad that informs the viewer of what could (success, wealth) if they purchase the service/product, or could not happen (loss), if they do not purchase the service/product.



Orangeville Banner, July 29, 1937

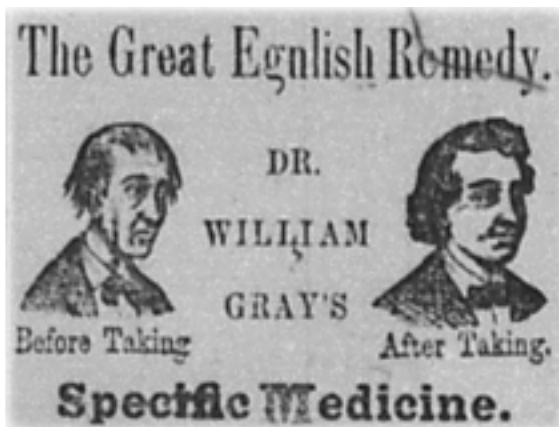
List of Conventions and Techniques



Orangeville Banner, November 25, 1926



Shirley Temple; *Grand Valley Star and Vidette*, May 11, 1939



Orangeville Sun, October 5, 1876

Humor Appeal

- If used well, humor can be a very effective way to advertise.
- Need to understand the audience. There is nothing worse than telling a joke and the audience does not get it!

Pressure Strategy

- Creating the impression that if a viewer does not get the product or use the service they are missing out on what everyone else is experiencing, or its new, cutting edge, and getting it would put them ahead of others.
- Slogans and persuasive writing are usually used to try to convince people.
- Promoting a product or service as only available for a limited time also applies a sense of pressure.

Social Appeal/References

- Use the popularity of movies, television shows and/or books to create an interest in products/services.
- Related to the pressure strategy that makes people want to be involved and included in what is popular.

Visuals:

- Images can help send a message to the viewer.
- For example, if the ad is for how much a child loves the new candy store, the child would be shown smiling and standing, perhaps with their arms in the air.
- Someone looking away in the distance portrays a message of wonder, while looking right at the viewer can be very hypnotic, direct or intimidating.

List of Conventions and Techniques

Sexual Appeal/Beauty Standards/Stereotypes

- Used to create excitement and pique the interest of viewers.
- Can consist of implied and overt messages, such as promoting a certain type of beauty standard, which suggests that the viewer could be that way too if they use the product/service.

Rational Strategies

- Use reasoning and facts to try to encourage viewers to buy the product or service.
- Includes: promoting the service or product as a solution to a specific or common problem, providing statistics as evidence, creating contrast with other products or an absence of the advertised product, being transparent or truthful (the way something is made or faults it has), and using realistic or natural ideas (e.g. *Dove's* soap campaign acknowledges that everyone has different body types and skin tones.)

Testimonials or Endorsements

- Include a quote or a short reference to someone who used the product or service.
- Usually emphasizes how the product or service positively benefited the customer, who may also recommend it to others.
- This could include celebrity endorsements which get the word out about the product or service, and may also create interest and/or pressure among fans about what they are endorsing.



Orangeville Banner, February 24, 1955

Resources:

This list was compiled by using the following online resources:

Middleton, Alethea. "23 Types of Advertising Appeals Most Commonly Used by Brands." *Visme*. Last accessed 24 October 2019. <https://visme.co/blog/types-of-advertising-appeals/#aRjAHxCrYy7uStgA.99>.

Velarde, Orana. "20+ Commonly Used Advertising Techniques in Visual Marketing." *Visme*. Last accessed 7 October 2019. <https://visme.co/blog/visual-advertising-techniques/>.

Minds-On Activities

The following three activities are meant to introduce students to advertising conventions and techniques through guided learning.

Activity 1: Analyzing Ads

Project one of the historic ads so all students can see. Ask students questions to get them thinking about the parts of a print ad, the purpose of ads and the ways ads are effective or ineffective. A list of *Guiding Questions* is below for assistance and inspiration. Not all questions need to be asked, and some may be better suited for older grades. While students emphasize certain parts of the ads or ask/answer questions, this would be a great time to create a reference list. The *List of Conventions and Techniques* can act as a resource. Project and discuss as many ads as needed to introduce the conventions and techniques.

Guiding Questions:

Production:

- Who makes print ads and why?
- Where do you find print ads?
- How are ads funded/paid for?
- What are jobs involved in print ads?
- How much would it cost to print an ad?
How could we find out?

Elements:

- What are the elements of a print ad? (E.g. five 'w's, usually black and white if in a newspaper, text, includes an image, catchphrase).
- What elements do print ads have that may be different from other types of advertising?

Time: 20 minutes

Learning Objectives:

Students will:

- View and analyze historic print ads.
- Explore and understand what does or does not make an ad effective and interesting.
- Analyze and understand different elements of a print ad (e.g. text, images, who makes ads and why are ads made).
- Explore and understand the various conventions and techniques of print ads.
- Communicate their ideas clearly, while also allowing others to as well.

Materials:

- Projector
- White board or smart board
- White board markers and erasers
- Historic ads
- *Guiding Questions*
- *List of Conventions and Techniques*
- Chart paper

Minds-On Activities

Guiding Questions Continued:

Purpose:

- Why do you think this ad was created? Why do you think that?

Audience:

- Who do you think the ad was made for (the audience)? Why do you think that?
- Who else would like this ad? Why?
- Who would not like this ad? Why?
- How do you think the ad would change if it was for a different audience?

Messaging:

- What is an obvious message the ad is sending (overt)?
- What is a less obvious message the ad is sending (implied)?
- What parts of the ad make you think this is the overt/implied message?
- What influences you more - the overt or implied message?

Conventions and Techniques:

- What about the ad caught your attention first?
- In what ways is the ad trying to convince you to buy the product or service?
- Why do you think that size/style of font is used?
- How would the message of the ad be different if the font or visual was different?
- How does the font, the visuals, etc., work together to send a message?

Personal Responses:

- Which ad do you like better? Why?
- What about this ad do you like/dislike?
- Are there parts of the ad that seem unbelievable, exaggerated or unrealistic?
- Which ad is more effective? What makes it more effective compared to another one?

Beauty Standards and Stereotypes:

- What do people look like in the ad? What does this suggest?
- Are there stereotypes included in the ad? Why do you think this point of view is used?

Further Grade 7 and 8 Questions:

- Are there standards of beauty included in the ad?
- How do standards of beauty impact the viewers?
- Why do you think different people/groups would react differently to an ad?
- Whose point of view (gender, age, income level, ethnicity or cultural background) is not included?

Minds-On Activities

Activity 2: Would You Rather

Play Would You Rather...with the historic ads! Project two ads and ask which one the class would rather buy or which ad is more effective. Then ask students to explain why they chose one over the other. This can lead into other related questions and to emphasizing techniques and conventions used in print ads. The *Guiding Questions* (pages 9-10) and the *Conventions and Techniques List* (pages 5-8) are good resources to use. For example, if a student explains that they chose one ad over the other because of the large font, it can then be emphasized as a technique/convention and listed on a chart made as a class for future reference. Continue until the list has all the conventions and techniques the students should know.

.....

Activity 3: Categories

Print and hand out 3-5 ads to each student or to small groups. Create columns on the board to represent categories (see suggestions below). After a minute or two to look at the ads, have the students choose one of their ads and place it in one of the columns they feel the ad fits in. Once the students have posted their ad, discuss the results as a class, by asking why an ad may be in one column and not another. Ask specific students why they put their ads in that category. If others feel that an ad should be in a different category, they should be able to explain why. This then leads to discussion about what makes an effective and ineffective ad, as well as conventions and techniques used in ads. The *Guiding Questions* (pages 9-10) and *Conventions and Techniques List* (pages 5-8) are good resources to use for this discussion. During these discussions, create a list as a class of how to make good, effective ads that can be used for future reference. There can be multiple rounds with different categories. Continue until all the ads handed out to the students have been organized or until the conventions and techniques have all been noted as a class.

Category Suggestions:

- Effective, interesting vs. ineffective, not interesting
- Audiences (grandparents, children, adults, multiple)
- Techniques (rational vs. emotional technique)
- No implied message vs. implied message
- No overt message vs. overt message

Learning Activities

The following three activities allow students to learn more about selected elements of print ads, as well as conventions and techniques that are often used to convince viewers.

Activity 1: Discovery Stations

Students explore ads through stations, with each station focused on an element, convention or technique of a print ad. There are several station topics to choose from, depending on class size, grade and skill level.

Stations include:

- Purpose
- Audience
- Audience Responses
- Like or Dislike
- Colour
- Visuals
- Font and Text
- Entertainment Strategies
- Humour Appeal
- Pressure Strategy and Social References
- Emotional Appeal
- Rational Strategies
- Stereotypes
- Beauty Standards
- Overt and Implied Messaging
- Repetition

For each station you choose, print out some ads as well as the *Information Cards*, which include questions that students answer in their *Discovery Station Tracker* (worksheets included). Rotate students in small groups through the chosen stations every few minutes. After students complete all of the stations, have them share if there was an ad that really stuck out and why. Their completed stations worksheet can be used to check for understanding.

Time: 20-30 minutes

Learning Objectives:

Students will:

- Analyze historic print ads.
- Explore conventions and techniques of print ads.
- Analyze and understand how conventions and techniques are used in print ads.
- Communicate ideas clearly, while allowing others to as well.

Materials:

- *Conventions and Techniques List*
- Pencils and erasers
- Historic ads
- *Discovery Stations Information Cards* (Activity 1)
- *Discovery Stations Tracker* (Activity 1)
- *Scavenger Hunt List* (Activity 2)
- *Scavenger Hunt Tracker* (Activity 2)
- Chart paper and markers or white board and markers (Activity 3)
- *Question Prompts* and *Success Criteria* (Activity 3)

Purpose

What is included in an ad relates to its purpose. Its purpose could be to sell a product, promote a service or promote a person for a specific role, as with political ads. The purpose will influence the language, colours, fonts and visuals used in the ad.

Choose an ad at this station and answer the following questions:

1. What is the goal or purpose of the ad? Why was the ad created?
2. Write at least one reason why you think this is the goal/purpose.

Audience

Before deciding on the conventions and techniques of an ad, the creator must determine the audience. The audience influences the strategies used in the ad, along with language and visuals. An understanding of the audience is also important for making sure the ad, as well as the conventions and techniques used in the ad, are effective.

Choose an ad at this station. Determine its audience and explain why you think it is the audience with evidence from the ad. Then choose a different audience and think about how the ad would change. Draw a rough sketch of the ad but with the changed parts that are trying to convince the new audience.

Audience Responses

Choose an ad and determine the audience. Choose two other groups from the list below, and write about how this audience would respond to or view this ad. Would these other groups like the ad, why or why not? Think about gender, age, different economic groups and culture. The two groups you choose must be different from the audience you identified in your ad.

- Adults
- Wealthy families
- Adults from another country
- Teenagers
- Low income families
- Boys
- Girls
- Preschoolers
- Seniors
- Children from Canada
- Children from another country
- A different gender

Like or Dislike

Out of the ads at this station choose one and answer the following questions:

1. Do you like or dislike this ad?
2. What about it do you like or dislike?
3. What about this ad made you interested/disinterested in it, over the others?
4. Why is this ad more or less successful than the others?
5. What parts of the ad seem realistic/believable, why or why not? Is anything exaggerated?

Colour

Colours can say a lot without using any words at all! Colour helps create meaning, engage, as well as influence the audience. Colours can be bold and capture people's attention or encourage calmness and comfort. Some colours are considered warm while others are cold. It is also important to think about how the colours used in an ad work together to create a message and complement each other.

You are a marketing agent in charge of choosing the colour schemes for a new advertising campaign. Choose one of the following products/ services below and write about how you would use the colours listed on your worksheet for the ad. How could each colour be used, if at all? What message could you send with it?

- Tea or coffee
- New winter tires
- A scarf
- A skateboard
- Glasses
- Candy

Visuals

Visuals or images are one of the main elements of an ad, helping to create meaning and balance out text. You can create a focal point by making it stand out with colour, size and shape. Showing an image of people posed in a certain way (e.g. smiling) can send a message (that they are happy). Where the people in ads are looking even sends a message. Looking away in the distance portrays a message of wonder or imagining, while looking right at the viewer can be very direct or bold.

Choose an ad at the station, determine the product/service, the audience and the purpose of the ad. Redraw the ad with new visuals, keeping the audience in mind. Include one of the following:

- A focal point
- A person with some sort of an expression
- A person's body language showing an emotion
- A person looking back at the viewer

Font and Text

Text is one of the main elements of an ad. It is needed to pass information along to the viewer about the service or product. The font choice and style can send a message, making the viewer feel a certain way. It is important to consider how the font style and font colour will work together with the rest of the ad. Font size also plays a role in what you want viewers to really focus on and take away. Too much writing can also discourage viewers from looking more closely at an ad.

From the list below choose two brands and create a catchphrase for each. Each catchphrase needs to grab the audience's attention and be memorable. Choose a style of font that will match the product and catchphrase.

- Chewy's Candy
- Splish Splash Water Park
- Envrio Cellphone Case
- Molly's Pizza
- Ultra-Light Sunglasses
- Cutting Edge Snowboards
- Stargazer Hockey Sticks
- Perfect Focus Cameras
- Dreamer's Ice cream
- Sundee's Sunburn lotion

Entertainment Strategies

Some ads may encourage viewers to try their product or service by offering a prize or something free along with a purchase. In some cases there may be a game, contest or draw to catch viewers' attention and pull people in to try their product or service.

Name three different entertainment strategies used in the ads at this station.

There is a new movie that is coming out in two weeks that you need to advertise in the local paper. Plan out a rough ad to promote the movie, which includes an entertainment strategy similar to the ones at this station.

Humour Appeal

If used well, humor can be a very effective way to advertise. However, as with other conventions and techniques, ad creators need to understand the audience. There is nothing worse than telling a joke and the audience does not get it!

Try to create a humorous ad, whether it includes a cartoon or a funny catchphrase, using one of the following products/services:

- Socks
- Erasers
- Apples
- Raking leaves for the neighbours
- Flashlight
- Mittens
- Tablet
- Cat treats
- Calculator
- Bookshelf

Don't forget to think about your audience and what they would find funny!

Pressure Strategy and Social References

Some ads attempt to make the viewer think that if they do not buy the product or use a service, they are missing out on what everyone else is experiencing. Slogans are usually used to try to convince people. Similarly, they may claim that their products and services are new, cutting edge or that it is only available for a limited time. Some ads also use the popularity of characters from movies, television shows and/or books to create an interest in their products/services. This could make people want to be involved and included in what is popular at the time.

- Choose an ad at this station that you find is very convincing.
- Why is it convincing to you?
- How does the ad try to pressure you or convince you?
- Choose something you bought this week or today, and create an ad using the strategy from the ad you picked.

Emotional Appeal

Using an emotional appeal in advertising can be very effective, but an understanding of the audience is key. Considering what the audience wants, needs and/or is scared of are ways to create an emotional connection. Storytelling and using specific language, such as asking a question or using 'your' in the text are some ways to create a connection with the viewer. In addition, using a potential appeal: creating an ad that informs the viewer of what could or could not happen if they purchase the service/product, such as a positive outcome (success, wealth) or a negative outcome (loss). Or the empathy appeal: getting the viewer to identify with the product or service, so they support it or purchase it.

Choose an Emotion/Theme:

- Fear
- Excitement
- Romance
- Nostalgia
- Injury
- Sadness
- Love
- Happiness
- Anger
- Well-being

Choose an emotion/theme from the list above. Then decide on any product/service, audience and purpose you would like. Try to think of a way to market that product/service to your audience using the chosen emotion/theme. This could be explained in words or by sketching.

Rational Strategies

These strategies utilize reasoning and facts to try to encourage viewers to buy the product or service. These may include using statistics, a review or some ads may utilize natural and realistic ideas (e.g healthy food is better for you than junk food). Another example includes realistic ideas about beauty. For example, not everyone looks the same, has the same skin tone or the same abilities, and acknowledging this instead of unrealistic expectations can be effective. The company *Dove*, that sells soaps, uses this strategy to promote their products.

Choose two techniques from the list below and create two different advertisements. Use one of the techniques you chose for each ad you create. Then share them with the group or a partner at the station, who can provide feedback about which one is more convincing.

- Provide statistics as evidence
- Present the product or service as a solution to a problem (specific or wide-reaching)
- Include positive testimonials (quote or short reference)
- Create contrast with other products/services
- Being transparent or truthful (the way something is made or faults it has)
- Include natural/realistic ideas

Stereotypes

Ads may present specific groups a certain way. These representations are usually general and may be a negative representation of people, or at least very limiting.

1. Are the roles of women and men the same in all these ads?
2. Whose point of view is included in the ad (think of gender, age, income level, ethnicity or cultural background)?
3. How would the ad change if it was a different point of view?
4. How is the representation of this point of view different or the same from ads you've seen today with the same point of view?

Beauty Standards

This technique is a prominent one. It's used to create excitement and pique the interest of viewers. It can also represent overt and implied messages. For example, showing an attractive model not only establishes and promotes a certain type of beauty standard, but also often implies that the viewer could be that way too if they bought and used the product/service.

1. What do the people look like in the ad?
2. What does this suggest?
3. What are the standards of beauty projected in movies and ads today that you see?
4. How do these standards affect viewers (such as students)?

Overt and Implied Messaging

Ads can send many messages, some more obvious than others. Associating the product or service with certain ideas creates a message. For example, associating a car (the product) with wealth and popularity, is done by putting expensive jewelry and clothing on a person standing beside the car with lots of people smiling looking at the car's owner. The car then becomes associated with the people and fancy clothes, which lets the viewer know that you could be popular and appear wealthy if you own this car. An understanding of the audience is important!

Choose an idea from the left column, then a product/service from the right column. On your worksheet, explain how you could make the ad for your service or product send this implied message (the idea).

“You can be [idea] if you buy this [service/product].”

Idea:

- Wealthy
- Popular
- Strong
- Healthy
- Beautiful
- Successful

Service/Product:

- Phone
- Notebook
- Mug
- Paint
- Sweater
- Guitar

Repetition

Repetition is used to get the word out about products and services to as many people as possible. Ads for the same product or service may be created that differ slightly, but still have something that makes it recognizable (e.g. the same mascot or catchphrase is used in all the ads but different situations.) It is important that the ads do not get boring because of their repetition. Branding and logos are also effective with ad repetition. This is especially the case if the branding and logo are well known.

Create three ads for the same service/product and with the same purpose, but different audience, text and visuals for each one. Try to create something that can be used in all three of the ads, such as a logo, catchphrase or mascot.

Name: _____

Discovery Stations Tracker

At each station, there is an information card about a specific element, convention or technique. Read the information, then follow the instructions, using this Tracker to record your answers.



Purpose

Ad: _____

What is the goal or purpose of the ad? Why was the ad created?

Write at least one reason why you think this is the goal/purpose.

Audience

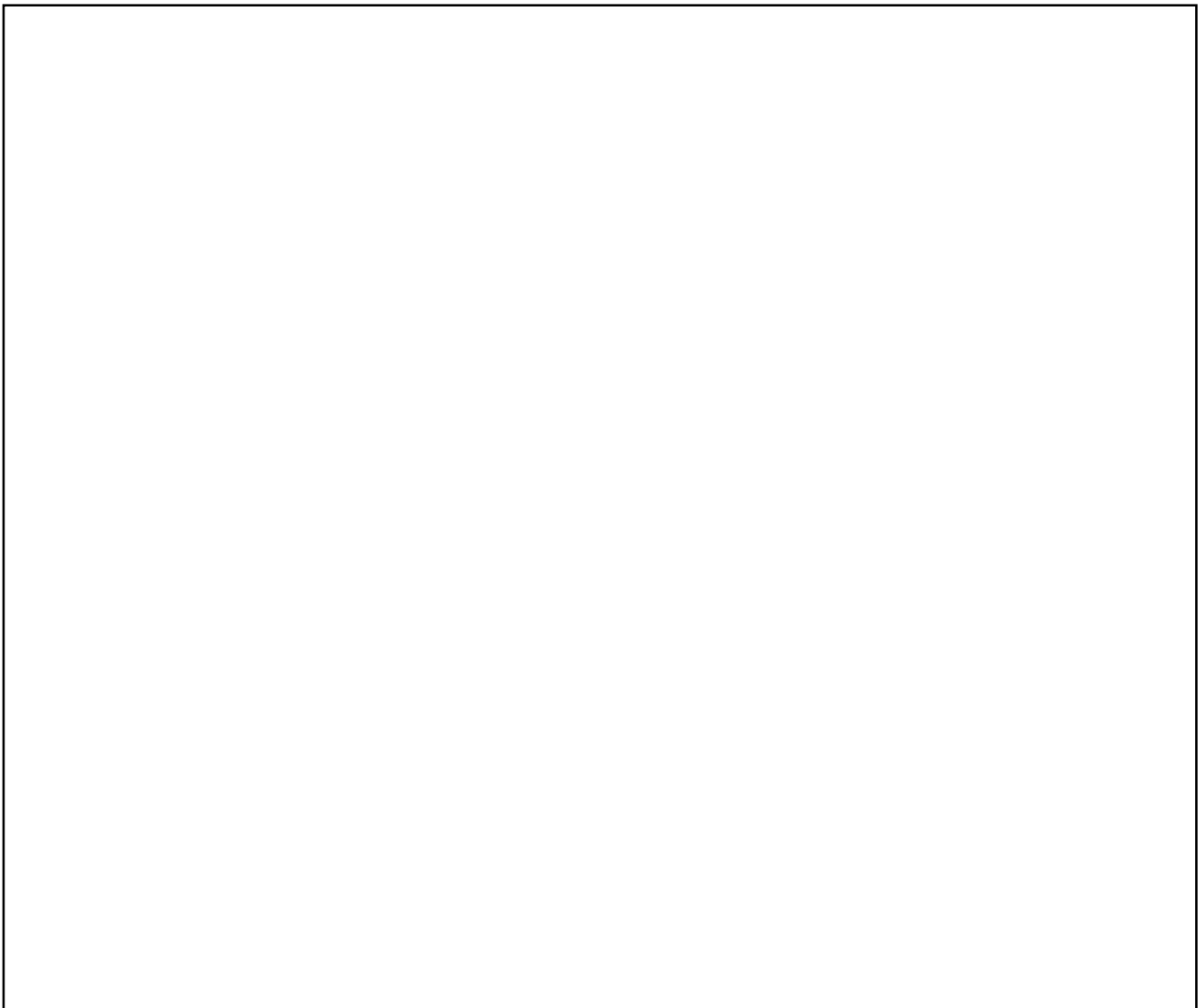
Ad: _____

Audience: _____

Evidence: _____

New audience: _____

Rough sketch:



Audience Responses

Ad: _____

Audience: _____

Audience Choice #1: _____

Would this audience like the ad, why or why not?

Audience Choice #2: _____

Would this audience like the ad, why or why not?

Like or Dislike

Ad: _____

Do you like or dislike this ad? _____

What about it do you like or dislike?

What about this ad makes you interested/disinterested in it, over the others?

Why is this ad more or less successful than the others?

What parts of the ad seem realistic/believable, why or why not? Is anything exaggerated?

Colour

Product or service: _____

Purpose: _____

Audience: _____

Colour	To me this colour means:	How can this colour be used in the ad:
Purple		
Yellow		
Blue		
Orange		

Visuals

Ad: _____

Audience: _____

Purpose: _____

Draw a sketch with added visuals (must include one of the elements on the station card):



Font and Text

Brand #1: _____

Audience: _____

Purpose: _____

Catchphrase: _____

Style: _____

Brand #2: _____

Audience: _____

Purpose: _____

Catchphrase: _____

Style: _____

Entertainment Strategies

Name three different strategies used in the ads at this station:

1. _____
2. _____
3. _____

There is a new movie coming out in two weeks that you need to advertise in the local paper. Plan out a rough ad to promote the movie, which includes a strategy similar to the ones at this station.

Humour Appeal

Product/service: _____

Audience: _____

Purpose: _____

Ad ideas/rough sketch:

A large, empty rectangular box with a thin black border, intended for drawing a rough sketch of advertising ideas.

Pressure Strategy and Social Appeal

Ad: _____

Why is this ad convincing to you? _____

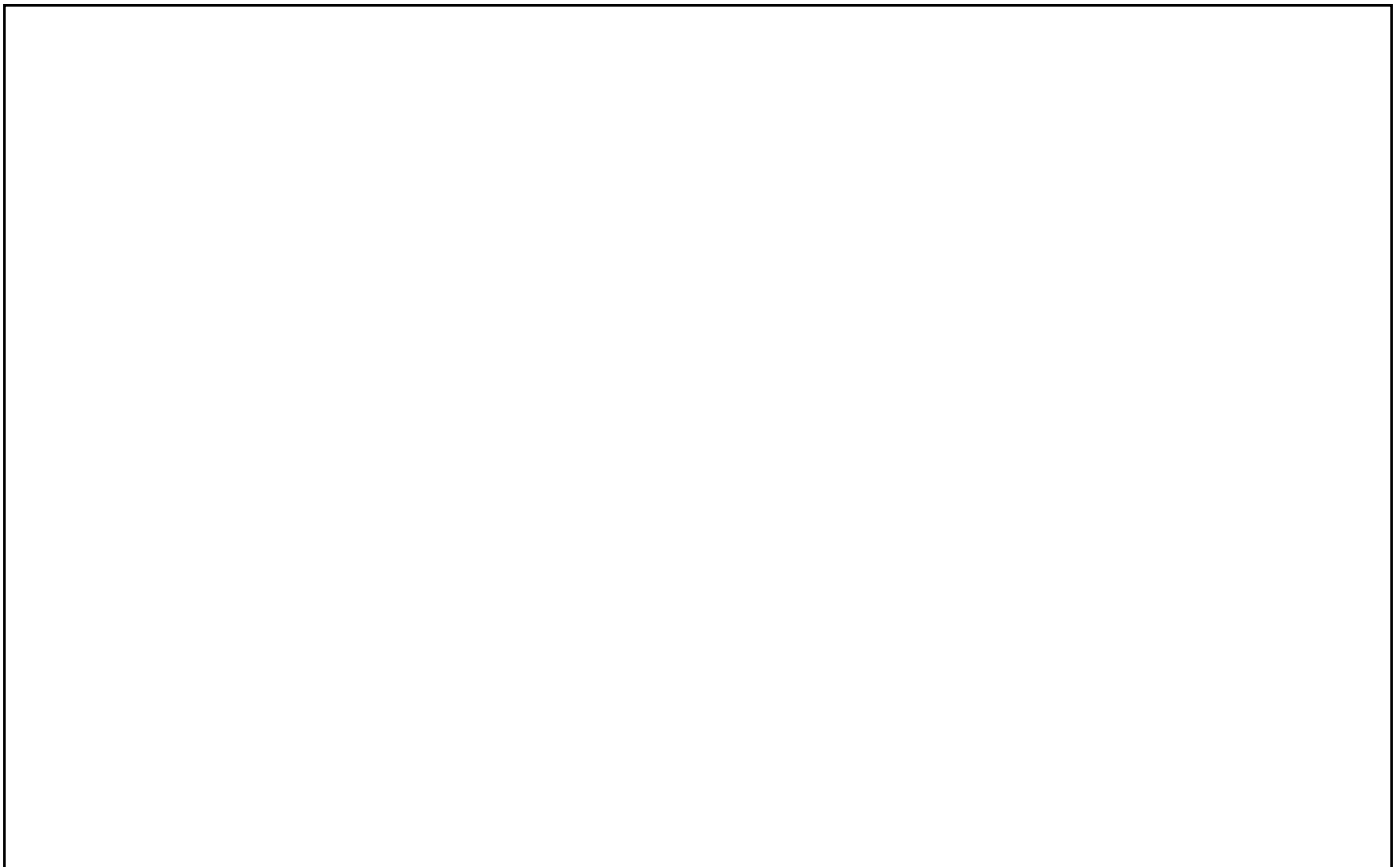
How does the ad try to pressure you or convince you?

Product/service: _____

Audience: _____

Purpose: _____

Ad ideas/rough sketch:



Emotional/Personal Appeal

Emotion: _____

Product/service: _____

Purpose: _____

Audience: _____

Are there things you should consider about the audience related to this emotion?

- _____
- _____
- _____

Ad Ideas:

Rational Strategies

Advertisement 1		Advertisement 2	
Product/ Service:		Product/ Service:	
Audience:		Audience:	
Purpose:		Purpose:	
Strategy:		Strategy:	
Rough Ideas/Sketch:		Rough Ideas/Sketch:	

Which of your ads did others find more convincing? _____

Stereotypes

1. Are the roles of women and men the same in all these ads?

2. Whose point of view is included in the ad (think of gender, age, income level, ethnicity or cultural background)?

3. How would the ad change if it was a different point of view?

4. How is this representation of the point of view different or the same from ads you've seen today that have the same point of view?

Beauty Standards

1. What do the people look like in the ad?

2. What does this suggest?

3. What are the standards of beauty projected in movies and ads today that you see?

4. How do these standards affect viewers (such as students)?

Overt and Implied Messaging

Product or Service: _____

Idea or the message: _____

Audience: _____

Purpose: _____

Explain how you would show your audience they can be _____ if
they buy _____.

Repetition

1	<p>Product/service:</p> <hr/> <p>Audience:</p> <hr/> <p>Purpose:</p> <hr/> <hr/>	
2	<p>Product/service:</p> <hr/> <p>Audience:</p> <hr/> <p>Purpose:</p> <hr/> <hr/>	
3	<p>Product/service:</p> <hr/> <p>Audience:</p> <hr/> <p>Purpose:</p> <hr/> <hr/>	

Learning Activities

Activity 2: Scavenger Hunt

Provide students with a print out of the *Scavenger Hunt Tracker* and the list below. They must choose 10 things from the list below, which they write in the first column of the chart of their *Scavenger Hunt Tracker*. Around the room, have print outs of several historic ads, which relate to options from the list below. Students then have to find an ad from those posted around the room for each of the 10 things they chose. Students write the title of the ad and the date, as well as point form notes on why they associate the ad with that element, convention or technique they chose from the list. Ads can not be used more than once. You can choose to discuss some of the students' discoveries or just have them hand in their work to check for understanding.

Suggested Scavenger Hunt List:

- An ad with good or bad use of colour
- An ad with bold colour(s)
- An ad with soft colour(s)
- An ad with a focal point
- An ad with effective font
- An ad with ineffective font
- An ad that features a change in body language
- An ad with an implied message
- An ad with an overt message
- An ad that uses fear as a motivation
- An ad that uses empathy as a motivation
- An ad that uses love as a motivation
- An ad that uses humour
- An ad that tries to pressure the viewer with limited time
- An ad that tries to pressure the viewer with a 'new' product/service
- An ad with a celebrity featured in it
- An ad that includes something related to stereotypes or beauty standards
- An ad that includes data, facts or statistics
- An ad that promotes a solution to an issue
- An ad that compares the service/product with another
- An ad that includes a testimonial or quote
- An ad with a catchphrase
- An ad that is not very effective
- An ad that is very effective
- An ad with adults as the audience
- An ad with children as the audience
- An ad with a purpose to sell an item
- An ad with a purpose to promote a sale
- An ad that's purpose is to promote a service
- An ad with too much text

Name: _____

Scavenger Hunt Tracker

To Find:	Advertisement:	Evidence:

Name: _____

To Find:	Advertisement:	Evidence:

Learning Activities

Activity 3: Ad Creation

Create an ad as a class using the knowledge the students gained and list of conventions and techniques created together during the Minds-On activity. This activity could be a lot of fun for the class to do together and offers a more guided approach to applying what students learned. Begin with discussing what type of ad you are creating, as well as the specific elements that should (five 'w's, text) and can be (visuals, catchphrase) included. The *Question Prompts* listed to the right offers questions to keep in mind. This is also a good time to remind students of where this type of ad would be seen, and the most likely audience that would see it there. The *Success Criteria* below is a guide to make sure the ad includes all the correct components.

Success Criteria:

- There is a clear service or product.
- There is a target audience.
- The audience and topic is appropriate for the type of ad.
- The ad has a purpose.
- The ad has text that is written clearly and effectively.
- The ad has a visual or visuals.
- The ad has a strategy (e.g. humor appeal, emotional appeal).
- The ad has an overt message.
- The ad has an implied message.
- The parts of the ad work together (looks good + creates meaning).
- The ad is effective (attention-grabbing and convincing).

Question Prompts:

- What type of ad is this?
- What is the service or product?
- Who is the audience? How can we make sure to reach this audience?
- Are there things we should know about the audience?
- What is the ad's purpose?
- What techniques can we use to make the ad's purpose successful? (e.g. humor, fear, love, solution, data, free gift, etc.)? How will this help achieve the purpose?
- What are the characteristics of this technique we will include?
- What is the style of the ad (e.g. colours and font)?
- What text should the ad include?
- What visuals should the ad include?
- How will the text and visuals help convince the audience?
- What are the overt and implied messages that we want the ad to reflect?
- How can you use elements such as colours, fonts or visuals to communicate these messages?

Application Activities

The following three activities are creative projects that allow students to apply their knowledge. There are two individual projects and one group activity.

Activity 1: Revise An Ad

Students choose what they think is an ineffective ad from the historic ads provided in the files. They then revise the ad to make it more effective, identifying and keeping the same audience and topic, but adding components that may be missing. After students complete the *Planning Sheet*, the final ad can be created on paper or using a computer program. The students then explain why they changed what they did, and how changing the font, adding colour, etc., makes the ad more effective. Remind students the new ad should include the who, what, when, where, why and how.

The *Success Criteria* from Learning Activity 3: Ad Creation, or a simplified version, can be posted for the students as a guide (see page 42).

Extensions:

- This activity could be made more complex by having the students remake the ad for a certain time period, such as the past (1700s) or the future (2080s), or a different perspective/audience than the original ad. How does the new time period or audience change the ad? Explain.
- You could have students remake the ad more than once with a different audience for each one (this may then incorporate specific expectation 1.4).

Time: 20-30 minutes

Learning Objectives:

Students will:

- Work in collaboration or independently to create effective ads using the conventions and techniques.
- Demonstrate an understanding of conventions and techniques and how they are used in print ads.
- Analyze the effectiveness of print ads.
- Think creatively to problem solve how to make effective ads.
- Communicate their understanding creatively, clearly and effectively.

Materials:

- Conventions and techniques list made during Minds On activity.
- Pencils, markers, paints, etc. and paper or computers
- *Success Criteria*, or a simplified version, to have available for students
- Historic ads
- *Revise an Ad Planning Sheet* (Activity 1)
- *Create Your Own Ad Planning Sheet* (Activity 2)
- Chart paper or an iPad (Activity 3)
- Two 'hats' with audiences and topics on slips of paper (Activity 3)
- Stopwatch/timer (Activity 3)

Name: _____

Revise an Ad

What type of ad is it? _____

What is the product or service of the ad? _____

What is the purpose of the ad? _____

What is the audience of the ad? _____

What are some things you should know about this audience?

- _____
- _____
- _____

What is the appeal or technique used in the ad to try to convince the audience?

What are the characteristics of this appeal or technique in the ad?

- _____
- _____
- _____

Name: _____

What messages do you see in the ad?

- Overt Message: _____

- Implied Message: _____

How are these messages communicated?

- Overt Message: _____

- Implied Message: _____

What are some effective elements of the ad? (Think of the conventions and techniques!)

- _____
- _____
- _____

What are some ineffective elements of the ad? (Think of the conventions and techniques!)

1. _____
2. _____
3. _____
4. _____
5. _____

Now, grab the audience's attention and convince them!

Name: _____

Take the ineffective elements you mentioned before, how will you change them to make the ad more successful and convincing? Think of the conventions and techniques!
Does the ad have enough text? Too much? Does it have visuals that help convince the audience?

1. _____

2. _____

3. _____

4. _____

5. _____

Rough sketch and layout of ad, and how you will change it:

--	--

Application Activities

Activity 2: Create an Ad

Have students choose something and create an ad for it. This can be anything! You could encourage students to research the most useless inventions/objects, or something that has bad reviews that they then need to try and convince someone to buy. Have the students fill out the *Planning Sheet*, then check their plans to make sure they have included all the required components. Depending on your resources, have the students create their final ad, by hand or on the computer. Remind students the ad should include the who, what, when, where, why and how. They should also consider the type of ad they are creating, where it would be seen and by what audience.

The *Success Criteria* from Learning Activity 3: Create an Ad, can be posted for the students as a guide (see page 42).

Extensions:

- Alternatively, if these activities are being used to supplement with other Media Literacy forms, allow the students to make their final ad in whatever form they choose (e.g. television commercial, radio ad, poster). Or the students create multiple: a print ad, as well as a television or radio commercial. This is a good opportunity to talk about the different challenges in making various ads, as well as how the conventions and techniques may differ between those types. Students can write how it was different making each of the ads. This activity extension may incorporate other curriculum connections, such as specific expectation 1.4.
- The ad could be part of a larger project, such as a business, that students create, budget and plan for. The product could be something that students make or a service they would provide (tutoring, walking people's dogs, green initiative). If there is money gathered, it could be donated to a charity or put towards something for the school/class.
- Have the students create a series of ads for their topic with a different audience for each one. This may then incorporate specific expectation 1.4.

Name: _____

Create an Ad

What type of ad is it? _____

What is the product or service of your ad? _____

What is the purpose of your ad? _____

What is the audience of your ad? _____

What are some things you should know about this audience?

- _____
- _____
- _____

Now, grab the audience's attention and convince them!

What is the appeal or technique you will use in your ad to convince your audience?

What characteristics of this appeal/technique will you use in your ad?

- _____
- _____
- _____

Name: _____

How will this help achieve the purpose of your ad?

What is the style of your ad (e.g. the colours and the font)?

What do you want your ad to say?

- Overt Message: _____

- Implied Message: _____

How will you communicate these messages?

- Overt Message: _____

- Implied Message: _____

What is the text going to say in your ad?

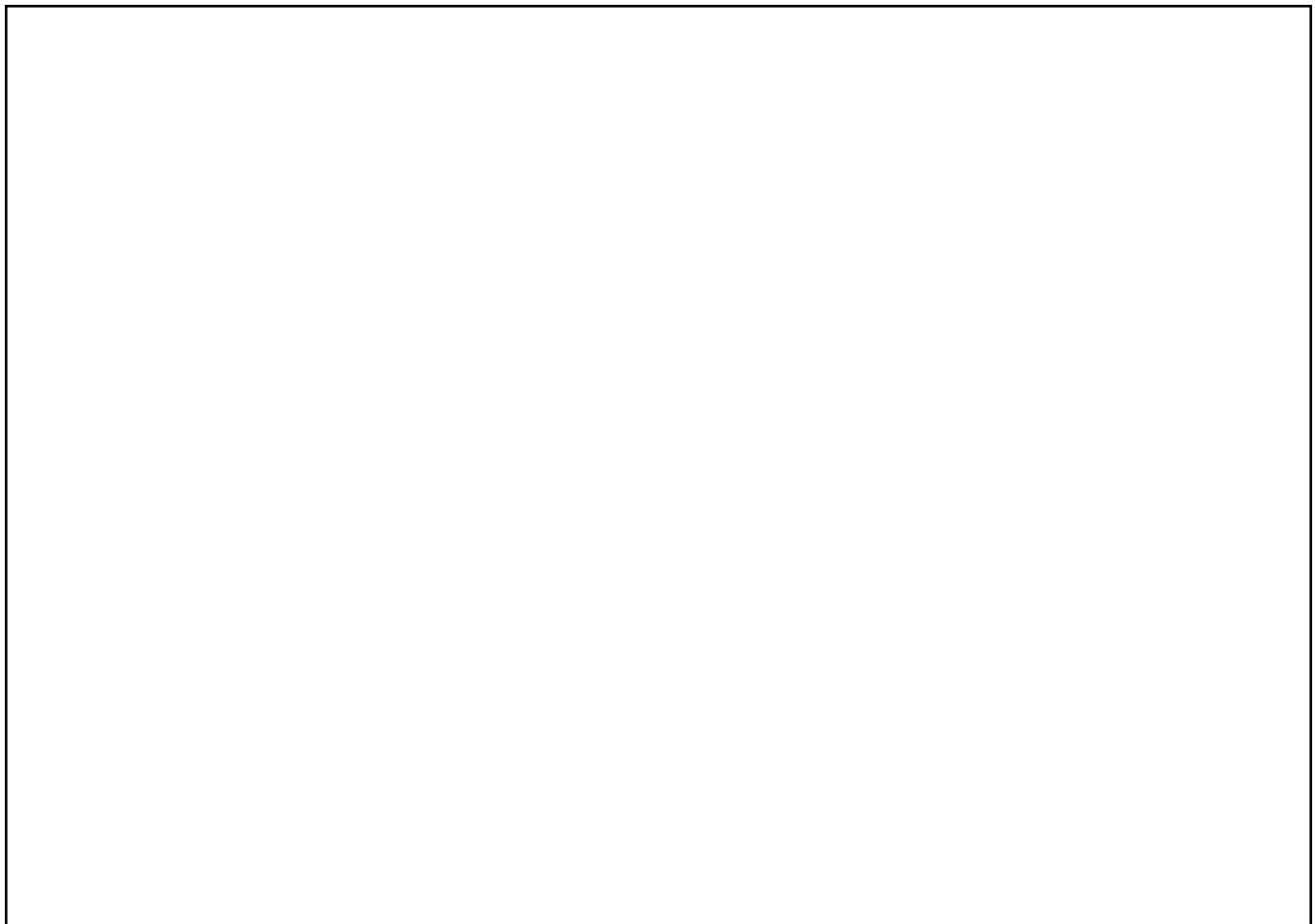
Name: _____

What are the visuals or images you will include in your ad?

- _____
- _____
- _____

How will the text and images help convince your audience?

Rough sketch and layout of ad:



Name: _____

Ad-Sense Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding -elements of an effective ad (text, visual, audience, purpose and topic). -conventions and techniques (appeal, overt and applied messages, colours, font). -understanding the elements, conventions and techniques.	The ad includes some of the required elements appropriate for the type of ad.	The ad includes almost all the required elements appropriate for the type of ad.	The ad includes all the required elements appropriate for the type of ad.	The ad includes all the required elements appropriate for the type of ad.
	The ad includes some of the required conventions and techniques.	The ad includes almost all the required conventions and techniques.	The ad includes the required conventions and techniques.	The ad includes the required conventions and techniques.
	Ad demonstrates a vague understanding of elements, conventions and techniques and how they work together.	Ad demonstrates somewhat of an understanding of elements, conventions and techniques and how they work together.	Ad demonstrates an understanding of elements, conventions and techniques and how they work together.	Ad demonstrates a clear understanding of elements, conventions and techniques and how they work together.
Thinking and Inquiry -planning worksheet	Planning worksheet is incomplete.	Planning worksheet is somewhat completed; ideas are vague.	Planning worksheet is completed; ideas are well-thought out.	Planning worksheet is completed; ideas are well-thought out and detailed.
Application -use of elements, conventions and techniques in ad	Elements, conventions and techniques are not used effectively; ad is not convincing.	Elements, conventions and techniques are used somewhat effectively; ad is somewhat convincing.	Elements, conventions and techniques are used effectively; ad is convincing.	Elements, conventions and techniques are used effectively and creatively; ad is very convincing.

	Level 1	Level 2	Level 3	Level 4
Communication -audience and purpose -communicates ideas and messages effectively -grammar, spelling and punctuation	The elements, conventions and techniques vaguely communicate to a specific audience and purpose.	The elements, conventions and techniques somewhat communicate to a specific audience and purpose.	The elements, conventions and techniques communicate to a specific audience and purpose.	The elements, conventions and techniques effectively and clearly communicate to a specific audience and purpose.
	Ideas and messages not well communicated.	Ideas and messages communicated somewhat effectively using conventions, techniques and elements.	Ideas and messages communicated effectively using conventions, techniques and elements.	Ideas and messages communicated clearly and effectively using conventions, techniques and elements.
	Advertisement was somewhat checked for grammar, spelling and punctuation; 7 or more mistakes.	Advertisement was somewhat checked for grammar, spelling and punctuation; 5-7 mistakes.	Advertisement is checked for grammar spelling and punctuation; 2-4 mistakes.	Advertisement is checked for grammar, spelling and punctuation; 0 to 1 mistake.

Notes:

Application Activities

Activity 3: Team Race

Split students into at least three groups and provide each with large chart paper and markers. Two groups each pull an audience and topic out of 'hats.' In each group, they then have to create an ad which includes the audience and topic they pulled. This ad also needs to include an image, some sort of text and a strategy (e.g. humour appeal). The *Success Criteria* below can be posted as a guide. Other criteria can be added to create complexity (see *Success Criteria* on page 42). Students should be reminded to think about what makes an effective advertisement and what conventions and techniques are used in print ads. Two teams compete against each other while the other team(s) vote for the more effective ad and explain what makes one ad more effective. To ensure all groups get a chance in each role, rotate who is judging and who is creating. It can be made into a competition so the winners play against each other or just a fun game. A time limit can be set to encourage students to work together and make it more engaging. The students can get creative in how they would convince that audience to buy the product or use the service. The audience and topic can be as random as possible. There are some ideas to get the class started on the next page that can be printed and cut out to use.

Adaptations:

- Alternatively, the team judging the ad could have to determine what was the audience and the topic the other teams picked, based on the created ad. This can be part of determining what team had the more effective ad – successfully communicating to a specific audience and clearly demonstrating what their topic was for their ad. This also incorporates additional curriculum connections. See, specific expectation 1.1.

Success Criteria:

- There is a clear service or product (topic).
- There is a target audience.
- The ad has a purpose.
- The ad has text that is written clearly and effectively.
- The ad has a visual or visuals.
- The ad has a strategy (e.g. humor appeal, emotional appeal).
- The parts of the ad work together (looks good + creates meaning).
- The ad is effective (attention-grabbing and convincing).

Application Activities

Team Race: Topics and Audiences

Below are some ideas for topics (products or services) and audiences, to use during the Team Race (Application Activity 3). These can be cut out and added to ideas the class brainstorms. The more specific the audience, the more challenging it can be to advertise to them!

Shoveling the driveway	Book club group
Umbrella	Grade 4 class
Notepad	Group of teachers
Chicken fingers	Grandparents
Wool blanket	Soccer Team
Lacrosse Stick	Preschoolers
Halloween dance	Dance club
Hot chocolate	A jazz band
Laptop	Grade 8 class
Speakers	Lacrosse team
Cutting the grass	Siblings
Walking someone's pets	Families with young children
Guitar	People wanting to save money
Pencil Crayons	Parents



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