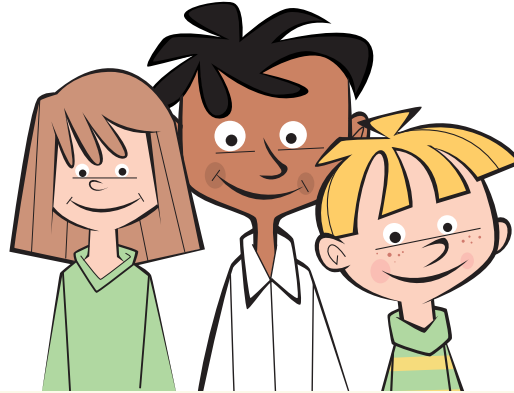


# ANALYZING ADVERTISING

LEVEL: **ELEMENTARY SCHOOL**  
AGE GROUP: **STUDENTS AGES 10 AND 11**



## ACTIVITY SUMMARY

Students learn to recognize advertisements and differentiate between ads and an information messages. They create, analyze and judge their own ads, as well as the ads of other students.

## FINANCIAL AND COOPERATIVE SKILLS

- Analyzing the influence of advertising
- Prioritizing needs and wants
- Differentiating between cooperative values



### AGE GROUP

Students ages 10 and 11



### WHEN

Anytime



### TIME REQUIRED

7-10 hours

### AREA OF LEARNING

Environment and consumption

## COMPETENCIES

### DISCIPLINARY COMPETENCIES

Disciplines	Competencies	Learning progression
English	Oral communication	Vocululary: <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Vocabulary enrichment</li> </ul> Selection of prosodic elements: <ul style="list-style-type: none"> <li>• Rhythm and cadence</li> <li>• Intonation</li> </ul>

## COMPETENCIES (SUITE)

### AFFECTED DISCIPLINARY COMPETENCIES

Disciplines	Competencies
Visual arts	Produce personal artistic creations
Ethics and religious culture	Discussion on ethics issues
Science and technology – The material universe	Using science and technology tools, objects and procedures

### NON-DISCIPLINARY COMPETENCIES

Putting creative thinking into practice

## PREPARATION

**STUDENTS DIFFERENTIATE BETWEEN NEEDS AND WANTS AND RECOGNIZE ADVERTISING.**

### TASK 1 RECOGNIZING ADVERTISING



**TIME REQUIRED**  
30 minutes

#### TASK 1 OBJECTIVE

At the end of this task, students will be able to differentiate between advertising and objective information.

#### Instructions

1. Organize a discussion about advertising.
2. Ask students to give examples of advertising and information they see in the media (television, magazines, Internet, etc.).

#### TEACHER'S NOTES

Examples of questions:

- What is advertising?
- How do you recognize an advertisement?

Presence of a product or trademark for sale. In addition to providing information, advertising seeks to entice consumers.

Ask students to bring in magazines.  
d'apporter des magazines.

## TASK 2

### DISCUSSING THE INFLUENCE OF ADVERTISING



**TIME REQUIRED**  
45 minutes

#### TASK 2 OBJECTIVE

At the end of this task, students will be able to differentiate between needs and wants.

#### Instructions

1. Show students an ad from which you've removed the logo and company name<sup>1</sup>.
2. Ask them about the ad.
3. Ask students to describe the difference between needs and wants and give examples of each. Write the information on the board or on a big sheet of paper.
4. Ask students what makes them buy things that are wants, over needs. (Advertising often targets our wants.)
5. Ask students to give examples of advertisements that entice people to buy things they don't really need. Ask them to provide examples for themselves, their parents and their peers, if they can.

#### TEACHER'S NOTES

Examples of questions to ask:

- Would you buy the product in the ad? Why?
- Which arguments were convincing?
- Is this product necessary? Why?

These questions aim to help students learn the difference between needs and wants, without asking the question directly at the outset.

## EXECUTION

### STUDENTS LEARN TO RECOGNIZE THE STRATEGIES USED TO CONVINCE CONSUMERS.

## TASK 1

### ADVERTISING STRATEGIES



**TIME REQUIRED**  
60 minutes



**TEACHING MATERIAL**  
Marketing Strategies  
On [desjardins.com](https://desjardins.com)

#### TEACHER'S NOTES

- How do advertisers try to entice consumers to buy their products? What arguments do they use? Suggest that students refer to ads they've seen on TV, on posters or in magazines.
- Advertising strategies: promises, celebrity or notoriety (endorsements), information and price.

#### TASK 1 OBJECTIVE

At the end of this task, students will recognize several strategies used in advertising to influence consumers.

1. In Quebec, the Consumer Protection Act prohibits commercial advertising that targets children under the age of 13. To learn more, see the **Office de la protection du consommateur** website

## TASK 1

### ADVERTISING STRATEGIES (SUITE)

#### Instructions

1. Ask students what they know about advertising strategies. Write down their responses.
2. Ask them to identify the advertising strategies used on the poster.
3. Hand out or project the reference document, **Marketing Strategies**. Read each strategy with students and ask them to provide examples for each one.

## TASK 2

### ANALYZING ADS



**TIME REQUIRED**  
45 minutes



#### TEACHING MATERIAL

Advertising  
Marketing Strategies  
[On desjardins.com](https://desjardins.com)

#### TASK 2 OBJECTIVE

At the end of this task, students will be able to identify advertising strategies.

#### Instructions

1. Watch the **false advertising** video with students.
2. Ask them to fill out the advertising analysis grid included in the reference document, **Marketing Strategies**.
3. Compile the answers during a group discussion.
4. Watch the video again. Direct their attention on the advertising strategies as they watch.

## TASK 3

### CREATING AN AD



**TIME REQUIRED**  
3 to 6 hours, depending  
on tasks selected



#### TEACHING MATERIAL

A Winning Ad  
Marketing Strategies  
Evaluation Grid for Oral  
Communication  
[On desjardins.com](https://desjardins.com)

#### TEACHER'S NOTES

1. The product must be illustrated or made with recycled material. The time allotted to create the product will affect the total time for the task. The product may be created at home to limit the class time allotted for the project.

#### TASK 3 OBJECTIVE

At the end of this task, students will be able to use strategies to entice consumers to buy a product.

### TASK 3 CREATING AN AD (SUITE)

#### Instructions

1. Ask students to create an advertisement for a fictional product.
2. Form teams of 2 to 4 students.
3. Hand out **A Winning Ad**.
4. Have students prepare their product and ad.
5. Film or present the ads to the group.

#### TEACHER'S NOTES (SUITE)

2. Add the sciences to the assignment: suggest a theme for their product. For example, the transformation of energy (recognizing the transformation of energy from one form to another in several appliances).
3. Suggest that students refer to the reference document, Marketing Strategies that was studied in class.
4. Use the evaluation grid for oral communication, and let students know they will be evaluated. During the preparation phase, tell students what elements will be evaluated so they can begin to practice their skills. An interesting way to use technology and communication tools is to ask that students film themselves.

## EVALUATION

**STUDENTS LEARN TO USE JUDGMENT WHEN PRESENTED WITH ADVERTISING.**

### TASK 1 THINKING ABOUT ADVERTISING



**TIME REQUIRED**  
60 minutes



**TEACHING MATERIAL**  
A Winning Ad Score Chart  
[On desjardins.com](https://desjardins.com)

#### TASK 1 OBJECTIVE

At the end of this task, you'll be able to evaluate whether or not students have a developed critical eye for advertising.

#### Instructions

1. Use the **A Winning Ad Score Chart** and watch popular ads with the group.
2. Every student should fill out an analysis grid for each ad viewed.
3. Together, talk about the ads, strategies and the students' experiences.