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Awe-Inspiring Advertisements: Becoming More Informed Consumers [3rd Grade]

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Awe-Inspiring Advertisements: Becoming More Informed Consumers

3rd Grade Economics

Stage 1 – Desired Results

Transfer	
Students will independently use their learning to, given a struggling company, create an advertising plan to promote consumer spending on their product.	
Meaning	
<p>Established Goals</p> <p>Social Studies: TEKS 3.6A- Students will identify ways of earning, spending, saving, and donating money</p> <p>Science: TEKS 3.3B- draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food</p> <p>ELA: TEKS 3.16B- explain how various design techniques used in media influence the message (e.g., shape, color, sound)</p>	<p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● People use money in certain ways based on their needs, wants, and outside stimuli. ● Advertising techniques impact the spending habits of specific target audiences. <p>Essential Questions</p> <ul style="list-style-type: none"> ● In what ways do people use money? ● How does advertising affect consumer decision-making?
Acquisition	
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● <u>Advertising</u> is a form of marketing communication meant to promote a product or idea ● <u>Marketing</u> is the process of selling or promoting goods and services ● A <u>jingle</u> is a catchy tune meant to help consumers remember a product or idea ● A <u>slogan</u> is a short catch phrase meant to help consumers remember a product or idea ● A <u>logo</u> is a visual representation meant to help consumers remember a product or idea ● <u>Bright colors and sound effects</u> are visual and auditory stimuli meant to excite and attract consumers about/to a product or idea ● <u>Star Power</u> is a technique in which famous figures endorse a product or idea ● A <u>mascot</u> is a character meant to symbolize an organize a product or idea ● <u>Humor</u> is a technique used to make viewers laugh in order to promote a positive opinion of a product or idea ● To <u>earn</u> money means to obtain it in exchange for a good or service ● To <u>save</u> money means to store it to use in the future ● To <u>spend</u> money means to pay it in exchange for a good or service ● To <u>donate</u> money means to give it to a good cause, such as a charity 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify ways that people use money ● Identify advertising techniques and how they are aiming to influence the consumer ● create a persuasive advertisement based on marketing research

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	see rubric	<p>Performance Task(s)</p> <p>Your boss has brought you on as a consultant at the Yum-Me drink factory. This company is struggling, and has asked you to help by creating an advertising plan to promote sales. The first step is to survey consumers in 3-4 categories chosen from the following:</p> <ul style="list-style-type: none"> ● flavor ● color of packaging ● shape of packaging ● scent ● color of product ● mascot <p>Next, using your research data, you must use your budget (\$100) to make changes to the product and create an advertisement to be displayed to consumers. Advertisement options can be chosen from:</p> <ul style="list-style-type: none"> ● Video commercial ● Audio recording ● 1-page magazine spread ● Billboard ● Jingle/song <p>Each change made to the product AND your final advertisement will all cost money from your budget. Advertisements should include at least 4 techniques studied during the unit. Advertisements will be displayed/shown to consumers for a week, and consumers will then vote on which product they would most like to buy.</p> <p>Written reflection: Which advertising techniques did you use in your advertisement? What was the purpose of the advertising techniques you chose? (2 options for this are attached below)</p> <p>-----</p> <p>Other Evidence (e.g., formative)</p> <ul style="list-style-type: none"> ● Chalk talk responses ● Discussion ● Draw/label/caption ● Brainstorm ● Exit ticket ● Poster ● Quick write ● Turn and Talks ● Homework assignment ● graphic organizer ● Survey data/calculations ● Sketches

Stage 3 – Learning Plan

CODE (A, M, T)	<p>Pre-Assessment</p> <p><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Students will view a 7-Up ad and answer the following questions:</p> <ol style="list-style-type: none"> 1) What is it? 2) Why was it created? 3) How do you know? 4) Who do you think created this?
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*Pre-assessment document attached		
	<p>Learning Activities</p> <p>Day 1:</p> <ul style="list-style-type: none"> ● Chalk Talk- Essential Question: In what ways do people use money? Students brainstorm in writing on chart paper, then share with a group and then whole class- teacher notes responses on board ● Show students video: https://www.youtube.com/watch?v=yD6iVjViT4Y and discuss the ways the characters are using money <ul style="list-style-type: none"> ○ Define the terms earn, save, spend, and donate ● Have students fold a paper into fourths and title each section with one of the terms above. Have them brainstorm one example of each and draw, label, caption in each box. Have students share with a partner and add new terms to word wall (if applicable). <p>Day 2:</p> <ul style="list-style-type: none"> ● Return to Essential Question: In what ways do people use money? ● Zoom in on earning money and saving money <ul style="list-style-type: none"> ○ Morning mini-lesson- teach about earning and saving; students brainstorm ways they can earn money and reasons people save money ○ Set up daily activity- Students will earn “money” (behavior bucks, points, etc.) for their work throughout the day. They can choose to then spend those on lollipops/prizes as they earn, or they can choose to save. Set out a jar for students to turn in money and a bowl of lollipops/prizes so that students can exchange their money if they choose. Proceed with the day as normal, paying students for their “services” and/or behavior throughout the day. ○ End of day- Have students bring their money to the carpet and discuss what they had to do to earn it; next, discuss the choice of saving and have students share their choice and why they made that choice. For students who saved enough of their money (\$10 or higher- teacher choice), give them a homework pass or some other, larger prize. Discuss how saving money can be beneficial, and have students do an exit ticket reflection about the day’s activity. <p>Day 3:</p> <ul style="list-style-type: none"> ● Return to Essential Question: In what ways do people use money? ● Zoom in on spending money and donating money <ul style="list-style-type: none"> ○ Watch video (Schoolhouse Rock “Where the Money Goes”): https://www.youtube.com/watch?v=1MeZvhQyTe4 and discuss expenses that their families have (optional if time- have students make a poster titled “where my money goes” and have them visually brainstorm ways their families spend money- share with a partner or table group)- take note of whole group discussion ○ Discuss money donation as a specific type of spending- why do we donate money? Why is it important for people to donate? What types of organizations need donations? <ul style="list-style-type: none"> ■ Read aloud the book <i>One Hen</i> and discuss how a donation helped change the character’s life and community 	<p>Progress Monitoring (e.g., formative data)</p> <p>Chalk Talk responses</p> <p>Discussion</p> <p>Draw/Label/Caption</p> <p>Brainstorm</p> <p>Discussion</p> <p>Exit Ticket</p> <p>Poster</p> <p>Discussion</p>
A		
M		
A		
M		
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M		

A	<p>Day 4:</p> <ul style="list-style-type: none"> ● Guiding question: Why do people choose to spend or donate their money in certain ways? ● Quick write: What causes you/ your family to spend money? Share with a partner or table, then with whole group <ul style="list-style-type: none"> ○ (Hopefully, advertising will come up as a topic in discussion)- BIG IDEA: Advertising is meant to make people want to spend money on goods and services ○ Zoom in on advertisements <ul style="list-style-type: none"> ■ Define advertisement and marketing- add to word wall if applicable ○ Watch some advertisements together: <ul style="list-style-type: none"> ■ Nerf guns: https://www.youtube.com/watch?v=af91FUgY3WU ■ Shopkins: https://www.youtube.com/watch?v=06WUc7y8vak ■ Hotwheels: https://www.youtube.com/watch?v=BNm7i0w1o50 ■ Juicy Fruit: https://www.youtube.com/watch?v=JuHMQ0QpH44 ■ Mountain Dew: https://www.youtube.com/watch?v=ql7uY36-LwA ○ Guiding questions as you watch: 1) what is the product? 2) who is the audience? 3) what does this ad do to the viewer and why? 	Quick Write/ Discussion
M		Discussion/ Turn and Talks
A, M	<p>Day 5:</p> <ul style="list-style-type: none"> ● Introduce Essential Question: How does advertising affect consumer decision-making? ● Review some of the advertisements from yesterday or look at some of the ads in this video: https://www.youtube.com/watch?v=gsDTKCSkHZw&t=367s <ul style="list-style-type: none"> ○ What do the advertisers DO to get people to buy their products? Take note of students' responses ● Read Toy Ad Tricks article (original here: http://www.frankwbaker.com/toy_ad_tricks.pdf; retyped for ease of reading and attached below) <ul style="list-style-type: none"> ○ Supplement reading article with viewing ads and discussing which toy advertisement tricks from the article are being used in these ads and why. 	Discussion
A	<p>Days 6-7:</p> <ul style="list-style-type: none"> ● Return to Essential Question: How does advertising affect consumer decision-making? ● Begin discussing advertising techniques- <ul style="list-style-type: none"> ○ A <u>jingle</u> is a catchy tune meant to help consumers remember a product or idea ○ A <u>slogan</u> is a short catch phrase meant to help consumers remember a product or idea ○ A <u>logo</u> is a visual representation meant to help consumers remember a product or idea ○ <u>Bright colors and sound effects</u> are visual and auditory stimuli meant to excite and attract consumers about/to a product or idea ○ <u>Star Power</u> is a technique in which famous figures endorse a product or idea 	Discussion

	<p>for a week, and consumers will then vote on which product they would most like to buy.</p> <ol style="list-style-type: none"> 1) Present scenario to students and put them in groups of 4. Hand out the poll sheet, as well as the advertising plan cost sheet. Have them brainstorm which type of advertisement they would like to create, as well as which categories they would like to focus on and add the costs together. They must remain under the budget of \$100 to spend on their advertising plan. <p>*Be sure to discuss the differences in types of advertising and how viewers are exposed to them/how effective they are.</p> <ol style="list-style-type: none"> 2) Next, have them fill in on their poll sheet which categories they will be surveying, as well as the options they would like to offer based on group discussions. 3) Explain the data collection process and review tally charts if needed. <p>Day 9:</p> <ul style="list-style-type: none"> ● Survey day! Set up a time with your partner class to have students come survey. Students should mingle with partner class and offer options for each category they are focusing on in their survey. They should tally each time a student picks a certain option, and try to get as large a sample size as possible. ● Each student should collect data on their own sheet, which will be combined with the rest of their group's data later. ● Students meet with their groups and combine data sets in order to find most popular options from target audience. These will be the claims that should appear in their advertisements. Students discuss what their new drink product will look/taste/smell like for consumers and draw a sketch. <p>Days 10-12:</p> <ul style="list-style-type: none"> ● Students create their advertisements with claims from the survey data they collected. They should already have chosen which type of ad they want to create, and they should follow time/space guidelines set out by teacher for billboards, videos, and audio recordings. ● When students are finished, have them present to class and then have ads displayed in partner classrooms over the course of a week. <ul style="list-style-type: none"> ○ Commercials, jingles/songs, and audio ads should be played for students once per day. ○ Billboards should be hung in classrooms for the week. ○ Copies of magazine spreads should be distributed to students once per day for the week. <p>At the end of the following week, partner classes should fill out a short persuasiveness survey for each advertisement they have viewed. (Survey attached)</p>	<p>Discussion & calculations</p>
T		<p>Survey data & sketch</p>
T		<p>Observations</p>

Welcome to the Yum-Me Drink Factory!

You are a consultant that has been brought in to help us out! We are struggling with our sales, and we hear that you have experience with advertising techniques that might help us save our company!

Your task is to use a budget of \$100 to create an advertising plan to help us sell more products. You will be responsible for surveying a group of people and using their responses to create a product AND advertisement that will appeal to that group of people.

Your goal is to persuade our audience that they should buy our drinks- our company's success depends on you! Good luck!

Advertising Plan Costs

Advertisement Types

Type	Cost
30 Second Video commercial	\$60
1-minute Audio Recording	\$50
1-page Magazine Spread	\$45
Billboard	\$40
Jingle/Song Recording	\$55

Product Changes:

Category	Cost
Flavor	\$15
Color of product	\$5
Color of Packaging	\$10
Scent	\$10
Shape of packaging	\$15
Mascot	\$20

Category 1: _____

Options:	Votes

Category 2: _____

Options:	Votes

Category 3: _____

Options:	Votes

Category 4: _____

Options:	Votes

Name: _____

Summative Assessment Reflection

Describe the advertisement you created: _____

List the advertising techniques you used: _____

WHY did you choose these advertising techniques? What should they do to your audience?

Summative Assessment Reflection

Technique Used	Purpose of Technique

Summative Assessment Rubric

Goal	Exceeds Expectations	Meets Expectations	Approaches Expectations
<p>students will be able to identify advertising techniques and how they are aiming to influence the consumer</p>	<p>Written response meets expectations and also includes rationale related to why the chosen techniques address the company's problem</p>	<p>Written response includes advertising techniques used in product and correctly identifies the function of those techniques</p>	<p>Written response is incomplete OR does not correctly identify advertising techniques used OR does not correctly identify the purpose of techniques used</p>
<p>students will be able to create a persuasive advertisement based on marketing research</p>	<p>*includes no misspellings and no grammatical errors</p> <p>*Text and graphics on advertisement meet expectations AND are aesthetically pleasing</p> <p>*Viewers are strongly persuaded by advertisement</p>	<p>*includes 1 misspelling or grammatical error</p> <p>*Text and graphics on advertisement explain product features and reasons to purchase it</p> <p>*Advertisement clearly reflects survey data collected</p> <p>*Advertisement clearly identifies target audience</p> <p>*Viewers are persuaded or somewhat persuaded by advertisement</p>	<p>*includes more than one misspelling or grammatical error</p> <p>*Text and graphics do not explain product features / reasons to purchase it</p> <p>*Advertisement does not reflect survey data</p> <p>*Advertisement does not identify target audience</p> <p>*Viewers are not persuaded by advertisement</p>

Pre-Assessment

Look at the image below carefully:

Copyright 1965 by The Seven-Up Company



WET & WILD

This is the taste that cuts through. Clean...crisp...bright...bracing... bold. You name it. Nothing tastes like 7-Up but 7-Up. The one soft drink you don't outgrow.



FIRST AGAINST THIRST

1. What is it?

2. Why was it created?

3. How do you know?

4. Who do you think created this?

Toy Ad Tricks

(retyped from original article here:
http://www.frankwbaker.com/toy_ad_tricks.pdf)

In a TV ad for Nickelodeon's *Squand*, kids make perfect sand sculptures. "The colors never get mixed together, and it looks so fun and easy to do," says Megan, 10. But when Megan tried the real toy, "the colors mixed immediately and couldn't be separated. "The sculptures were hard to do, and they fell over." When she tried to remove the *Squand* from the tank, it was "mush, not sandy and dry" as in the commercial. Megan felt disappointed by the toy-and misled by the ad.

Advertisers are supposed to follow rules to keep toy ads from misleading kids. In general, the rules say ads must show toys in a more realistic way. But advertisers also want you to buy their toy. So they sometimes make toys look better than they really are.

Check out these advertising tricks of the trade. Once you know them, you'll be a smarter ad-watcher!

Trick #1: Show lots of stuff you don't get

"I tried *Micro Machines Super Van City* at my friend's house," griped Will, 10, "and they don't give you half the cars they had in the ad." If a large number of parts are shown in an ad, "it may look impressive," says Dean Forbes, an attorney for the FTC (Federal Trade Commission, the part of the government that looks out for deceptive and unfair ads). "But it could also mislead kids into thinking they'll get all the toys that are shown."

Honest advertisers say things like "accessories sold separately," to make it clear what does and doesn't come with the toy. But some ads say it really quickly or flash small print on the screen. Like Will, you might be too excited about the toy to see or hear it.

- ❖ **Tip:** Listen and watch carefully for what does - and *doesn't* - come with a toy. And read toy packages to find out what's included *before* you buy.

Trick #2: Shows toys bigger than they are

In a close-up shot, *Merwees* dolls fill up a whole TV screen. That makes them look larger than their actual two-inch size. Ads are allowed to use close-ups, as long as they also show the toy's actual size. Close-ups might make it seem like you're getting more than you would. Kids should look at the entire ad - not just the close-up - to see what they're getting.

- ❖ **Tip:** Pay attention to the size of a toy when it's in a kid's hand - not when it's by itself.

Trick #3: Cut the boring parts.

An ad for *Super Soaker* water guns shows kids doing “almost no pumping,” says Alex, 12. But Alex knows that the real toy requires lots of pumping to build up water pressure.

Ad makers film kids using the product for a long time. Then they “only use good parts” to show kids having fun, explains ad expert Art Silverblatt.

- ❖ **Tip:** Try a toy at a friend’s house or in the store before you buy it. Then you’ll know how it really works instead of relying on what the ad shows.

Trick #4: Sell a fantasy world

In the TV ad for *Goosebumps: Terror in the Graveyard Game*, a kid disappears in a cloud of smoke. Another kid loses his head. In another commercial, *Flip n’ Dive Barbie* bends gracefully and dives into a pool. Splashing noises make her dive seem real.

Animation and special effects can place toys in a fantasy world. That setting can exaggerate how much fun the toys are. It seems like you’ll be part of the fantasy if you buy the toy.

But the fantasy you see is not for sale. All you get is the toy. As 10 year-old Shu discovered, the *Goosebumps* game “only lasted about 10 minutes, and it was really boring.” And ZILLIONS readers ZAP Barbie ads every year for showing things a doll can’t do by itself.

- ❖ **Tip:** When watching ads with animation or special effects, ask yourself: What fantasy is this ad selling? Pay attention only to the part of the ad that shows *real* kids playing with the *real* toy.

Trick #5: Use kids’ voices

Kids’ voices in an ad might make you think kids really enjoy the toy. But those kids are usually actors reading a script. In a recent ad for Wendy’s, a kid describes *Peanuts* toys you can get there. Silverblatt says kids pay more attention when the sales pitch comes from someone their age.

- ❖ **Tip:** If kids are talking, realize they’re probably reading a script. Imagine an adult saying the words instead. Do you feel differently about the toy now?

Trick #6: Use the “right” kids

Toy ads show kids who are about a year older than the kids they’re trying to sell the toy to. Why? “Advertisers think kids will be attracted to them and look up to them,” says Silverblatt. Advertisers also pick kids who think other kids might want to be like. You might think the toy will make you popular with this cool, older group, says Silverblatt. Or the ad might “make you feel left out

unless you have *that* toy.”

- ❖ **Tip:** Ask yourself: How old do the kids in the ad look? Do I want the toy itself-or do I just want to be like those kids?

Trick #7: Use lots of color

Ever see a drab-looking commercial? We didn't think so! A recent *Silly Slammers* ad features brightly colored clothes, furniture, and walls - not to mention the *Slammers* themselves! “Bright, throbbing colors in ads stir up excitement in kids,” says media expert Kathryn Montgomery. That excitement might make you buy the toy, whether or not the toy is a good one.

- ❖ **Tip:** Note how many colors you see in toy ads. Which belong to the toy itself-and which are there just to give the ad more pizazz?

Name: -----

Advertising Techniques

Product	Audience	Advertising Techniques	Purpose/Function

Name: _____

Advertising Techniques

Instructions: Watch 2 commercials at home. Look for advertising techniques we have talked about in class. When you see them, write them down and explain what they are trying to do to the viewer AND who the target audience is.

<u>Word Bank</u>				
Jingle	Slogan Star Power	Logo Mascot	Bright Colors Humor	Sound Effects Music

Product Name	Audience- who are they selling to?	What techniques did you see?	What are the techniques trying to do to the audience? What is the point?

Were You Persuaded?

Group #1

Rate the advertisement- How likely are you to buy this drink product?

1 2 3 4 5 6 7 8 9 10

Not Persuasive Somewhat Persuasive Persuasive Very Persuasive

Group #2

Rate the advertisement- How likely are you to buy this drink product?

1 2 3 4 5 6 7 8 9 10

Not Persuasive Somewhat Persuasive Persuasive Very Persuasive

Group #3

Rate the advertisement- How likely are you to buy this drink product?

1 2 3 4 5 6 7 8 9 10

Not Persuasive Somewhat Persuasive Persuasive Very Persuasive

Group #4

Rate the advertisement- How likely are you to buy this drink product?

1 2 3 4 5 6 7 8 9 10

Not Persuasive Somewhat Persuasive Persuasive Very Persuasive

Group #5

Rate the advertisement- How likely are you to buy this drink product?

1 2 3 4 5 6 7 8 9 10

Not Persuasive Somewhat Persuasive Persuasive Very Persuasive