

Section 04.

Consumer Knowledge

- Unit 04.01. The Influence of Advertising
- Unit 04.02. Consumer Awareness
- Unit 04.03. In Trouble
- Unit 04.04. About Consumer Privacy



Advertising is the art of convincing people to spend money they don't have for something they don't need.

Will Rogers

Overview

We are all exposed to hundreds of advertisements every day. Some make us laugh, some make us cry, some are repetitive and dull. Advertisers try to tell us, what is "cool", what is fashionable, what is popular and even what to eat. In fact, some believe there is a connection between the number of food ads on TV and the increase in obesity rates and poor nutrition.

The average North American child sees between 20,000 and 40,000 commercials in a single year. Billions are spent every year on new and innovative ways to sell products to us. Companies like Wal-Mart and Coca-Cola spend more money on advertising than the GDP of some countries. Given the amount of advertising that students encounter everyday, it is imperative for them to acquire the skills to become skeptical observers and to decipher the truth in advertising.

Goal

To examine the influence of advertising and the various techniques and appeals advertisers use to influence consumer behaviour.

Time Frame

Five 75-minute periods

Lesson 04.01.01

Advertising—What appeals to you? What doesn't?

Lesson 04.01.02

Advertising techniques

Lesson 04.01.03

Infomercials & rules for evaluating advertisements

Lesson 04.01.04

Try it—make a commercial!

End-of-unit test and answer sheet

End-of-unit quiz and answer sheet

Each lesson includes black-line print masters for overheads and activities.



Lesson 01
Advertising
—What appeals to you? What doesn't?

.01

Overview

Do you know people who are easily influenced by advertising? Can you think of advertisements that you like or dislike? Each year, advertising becomes more widespread in our society with promotions in schools, on the Internet, product placements in movies and TV programs, and corporate sponsorship of major sporting events. In this lesson, students will examine advertising and its influence.

Goal

To introduce students to the influence of advertising.

Objectives

Analyze what students like and dislike about advertisements.

Determine the purpose of advertising.

List the different types of advertising media.

Explain why businesses advertise.

Demonstrate the power of advertising.

Timeline

(This lesson will take two 75-minute periods)

Lesson A

Print ads 40 minutes

TV commercials 20 minutes

Review student recorded ads 15 minutes

Lesson B

Classroom discussion 30 minutes

Show recorded ads 10 minutes

Activity A 35 minutes

Instructions

Lesson A

Two weeks before giving this lesson, the students and teacher should collect examples of ads they like and dislike and ads they find fraudulent, misleading, or unethical. Allow students a period to work in groups to look at newspapers and magazines to collect ads. The school library may have collections of newspapers and magazines for cut up projects. Have students tape up their ads around the classroom. Pay attention to and record some TV commercials, and be prepared to show them in class. Commercials are also available on the Internet.

Lesson B

Classroom discussion

Start this unit with a general discussion about advertising. We are all exposed to 100s of advertisements every day. Some make us laugh, some make us cry, some are insulting to our intelligence, some are repetitive and dull. Advertising also tells us what is fashionable, what is "cool", what is trendy, and what is popular. Find out what the students think about advertising in general. Do ads help you obtain price information? Do ads help you decide? Do ads keep you informed about new products? Do ads manipulate you? Do ads stereotype? Make a list of where we see ads today (television, radio, magazines, newspapers, Internet, movie theatres, billboards, buses, subway stations, park benches, etc.) Discuss with students why businesses advertise (increase sales, introduce a new product, maintain market share, etc.). Explain the difference between advertising and publicity (advertising you pay for; publicity you get for free). Ask students to say the first thing that comes to mind when you say the following: tissue, pop, ketchup, truck, snowmobile, software, mattress, computer

games, etc. This can demonstrate the power of advertising and the control it can have on the mind.

Activity A

Have students complete Activity A, What appeals to you? What doesn't? Would you buy the product or service? Using the ads the students and teacher collected, ask students to pair and share in groups of four their results of Activity A and as a group pick two to share with the class.

Note taking

List of advertising media.

Why businesses advertise.

Differences between advertising and publicity.

Teacher Notes

Make available magazines and newspapers for students to cut up (check with your library).

Have a number of TV commercials recorded ready to view. Go to www.tvadsplus.com to help collect TV commercials to decode.

Preparation of required materials, prior to lesson (activity page).

Required Materials

Magazines and newspapers for cutting up.

Sample TV commercials.

Activity A, What appeals to you? What doesn't?

Assessment and Evaluation

Have each student hand in Activity A for evaluation.

Supplemental Activities

Go to the Media Awareness Network Web site below. Select: Media Issues, select: Media Stereotyping and examine media portrayals of ethnic minorities, aboriginal people, women, and men.

Additional Web Resources

Media Awareness Network
www.media-awareness.ca

tvadsplus.com
www.tvadsplus.com

Bestadsonline.com
www.bestadsonline.com



activity A

Activity A

What appeals to you? What doesn't?

04.01.01

name: _____

date: _____

Directions

Collect examples of ads you like and dislike from newspapers, magazines, flyers, etc. Also pay attention to TV commercials. Record commercials from TV or select commercials from Web sites to show in class. Pay particular attention to facts versus unsupported claims in ads, and stereotyping. When you're done collecting ads, answer the questions below.

1. What do you like about the ads you've collected?

2. What do you dislike about the ads you've collected?

3. What do you like about the TV commercials you've seen?

4. What do you dislike about the TV commercials you've seen?



Lesson 02

Advertising techniques

.02

Overview

In this lesson, students will become aware of the various techniques and appeals used to influence consumer behaviour. The sales techniques used by major companies will also be considered as students expand their awareness.

Warnings must also be sounded. Unethical selling techniques such as “bait and switch,” as well as common deceptive promotions like health fraud and get-rich-quick schemes are discussed.

Goals

Recognize how advertising techniques can influence buying decisions.

Develop skills in recognizing misleading and deceptive advertising.

Objectives

Understand and identify basic advertising techniques and appeals.

Understand and identify deceptive or questionable advertising techniques.

Give examples of commonly seen misleading advertisements, and identify the deceptive or questionable appeals and techniques used in each.

Discriminate between facts and unsupported claims in print advertisements and in television commercials.

Timeline

Classroom discussion (Overhead A)	15 minutes
Student activity	20 minutes
Classroom discussion (overheads B, C, and D)	20 minutes
Activity A	10 minutes
Activity B	10 minutes

Instructions

Classroom discussion

Using Overhead A, Commonly used advertising techniques, explain the different common advertising techniques and appeals used to convince us to buy. The teacher can demonstrate a few of the techniques with examples from magazines or TV.

Student activity

Have the students in groups of three go through the ads they collected for Lesson 1 and determine what technique was used in the ads and pair and share with one other group. Each group of six students can select one ad that best represents each technique and share with the class.

Classroom discussion

Using Overhead B, Sales techniques, for each technique, discuss what it is and find an example in the ads the students collected in Lesson 1. Also discuss which techniques tend to be most effective. Using Overhead C, Unethical techniques, and Overhead D, Examples of misleading advertising, discuss and find examples. Also discuss which techniques tend to be most effective.

Activities A & B

Have students complete Activity A, Examples of fraudulent or misleading advertisements.

Have students complete Activity B, What makes you like an ad or commercial?

Have students share their results of activities A and B in groups of four and pick the most interesting to share with the class.

Note taking

Handout overheads A, B, C, and D

Teacher Notes

Preparation of required materials, prior to lesson (handouts, overheads, and activity pages).

Have available a few examples of advertisements that demonstrate advertising techniques and unethical, misleading or fraudulent ads.

Required Materials

Student ads collected from Lesson 1

Overhead A, Commonly used advertising techniques

Overhead B, Sales techniques

Overhead C, Unethical techniques

Overhead D, Examples of misleading advertising

Activity A, Examples of fraudulent or misleading advertisements

Activity B, What makes you like/dislike an ad or commercial?

Assessment and Evaluation

Have students hand in Activity A for evaluation.

Supplemental Activities

Go to the Media Awareness Network Web site below. Use their search engine to find the following articles: "Advertising: It's Everywhere," "How Marketers Target Kids," "Special Issues for Young Children," and "Special Issues for Tweens and Teens." Have students in groups of three read one of the articles to each other. Discuss with each other what they think about what they read, what it implies, and report back to the class. At the Web site if you search for, "The Issues," you will find more articles related to advertising the students could choose to report on.

Additional Web Resources

Media Awareness Network
www.media-awareness.ca



activity A

Activity A

Examples of fraudulent or misleading advertisements

04.01.02

name: _____ date: _____

Directions

Bring to class print ads you think are fraudulent or misleading. Tape up the ads around the classroom.

1. Describe your example of a fraudulent or misleading ad.

2. List the fraudulent or misleading techniques and appeals used in your favourite ad.

3. List the fraudulent or misleading techniques and appeals used in your least favourite ad.

4. What actions could consumers take to avoid these deceptions?



activity B

Activity B What makes you like an ad or commercial?

04.01.02

name: _____

date: _____

After you've talked about various advertising appeals and techniques, answer the following questions for your favourite and least favourite ad, and your favourite and least favourite TV commercial.

1. Describe your favourite/least favourite ad.

2. What advertising techniques and appeals are used in your favourite/least favourite ad?

3. Describe your favourite/least favourite TV commercial.

4. What advertising techniques and appeals are used in your favourite/least favourite TV commercial?



overhead A

Overhead A

Commonly used advertising techniques

04.01.02

Logical appeal—demonstrates features, benefits, test results, how made, ingredients, etc.

Information

- **Presentation of simple, direct information.**

Emotional Appeal (not logical), manipulating—desires, dreams, beliefs, fears, anxieties

Status

- **Associates product use with those who have status, who are successful, and who enjoy and understand the “finer things in life”**

Peer approval

- **Associates product use with friendship/acceptance (more popular, more beautiful, youthful, successful, exclusive, part of a clique)**

Celebrity endorsement

- **Associates use of product with a well-known person**

Sexual attraction

- **Associates use of product with increased sexual appeal**

Entertainment

- **Associates product with entertainment and feelings of enjoyment**

Humour

- **Associates product with a humorous situation so we will remember the product**

Fear

- **Exploits and targets our fears, anxieties, insecurity**

Intelligence

- **Associates product with smart people who can't be fooled by gimmicks**

Independence

- **Associates product with people who can think and act for themselves**

Unfinished comparison

- **Use of phrases such as, “Works better in poor driving conditions!”
Works better than what?**



overhead B

Overhead B Sales techniques

04.01.02

Some commonly used approaches

Guarantees

- Abundant use of statements such as “lifetime guarantee” and “satisfaction guaranteed or your money back.” All promises should be given in writing.

Scarcity

- Merchant creates a false sense of urgency by claiming that supply or time is limited.

Perceptual contrast

- Merchant presents undesirable/inferior option first to make the second option look far superior.

Scientific or numerical claims

- “Nine-out-of-ten” may sound good, but many such claims can prove impossible to substantiate.

Negative option

- Merchandise arrives automatically unless the consumer takes steps to stop shipment and billing.
- Often used by book and record clubs.



overhead C

Overhead C Unethical techniques

04.01.02

Techniques considered deceptive and/or misleading

Bait and switch

- Advertisement entices consumers into the store with bargains that are too good to be true. Once consumers are in the store, they are told the item is unavailable and are shown a similar, but more expensive, item.
- Often high-pressure sales tactics are used.
- Illegal in Canada.

Exploitation of fears and misgivings

- Ad feeds or plays on consumers' fears.

Specials

- Advertisement of products that are not in stock or that are not readily available to consumers at the advertised price. (For example, grocery store advertises grapes from California on sale; grapes turn out to be from Mexico.)

Out-of-context quotations

- Comments by a noted person or passages from a story taken out of context to imply an endorsement of a product or service.



overhead D

Overhead D

Examples of misleading advertising

04.01.02

Frequently seen misleading advertisements

“Get-rich-quick” schemes

- Ads that offer an opportunity to earn a lot of money in a short amount of time with very little effort.
- Preys on consumers’ desire to achieve financial success.

Health fraud

- Promises of overnight medical cures and treatments.
- Products developed after “years of research” and “proven to provide immediate positive results.”
- Testimonials from medical experts and satisfied customers.
- Preys on consumers’ vanity and fears.

Credit repair

- Offers, for a fee, to fix a bad credit record. (Credit repair is impossible!)

Product misrepresentation

- Uses names similar to nationally recognized brand.
- Merchandise offered at below-market value for a limited time only.
- Vague descriptions of product.

Travel fraud

- Offers accompanied by certificates for free or very low-cost travel.
- Vague description of services and accommodations.

**Lesson 03****Infomercials and rules for evaluating advertisements****.03**

Overview

"It's truly revolutionary!", "But wait!", "But wait, there's more!", "Supplies are limited!" "This product usually costs...". These are common pitch lines in crafting infomercials, program-length commercials that include product demonstrations, testimonials and before-and-after photos.

In this lesson we will look at how to spot program-length commercials and how to protect yourself if you want to order. Also, students are asked to develop guidelines for viewing and evaluating advertising. This skill will prepare students to make rational decisions in our very complex marketplace. Finally we will test the students' advertising knowledge with a test and quiz.

Goals

To help students develop a critical eye when viewing and evaluating advertising.
Test the students' understanding of advertising.

Objectives

Demonstrate how to spot and assess program-length commercials (infomercials).
Identify rules for evaluating advertisements.
Test the students' understanding of advertising.

Timeline

Classroom discussion (Overhead A)	15 minutes
Classroom discussion (Overhead B)	15 minutes
Activity A	30 minutes
Quiz	15 minutes

Instructions

Classroom discussion

Using Overhead A, explain infomercials. Ask the students for examples of infomercials and their opinion. Ask students if they or someone they know ever ordered something through an infomercial.
Using Overhead B, review and apply the rule to a number of ads put up around the classroom.

Test

Have students complete Activity A.

Note taking

Give students handout of overheads A and B.

Teacher Notes

Preparation of required materials, prior to lesson.

Required Materials

Overhead A, Program-length commercials
(infomercials)

Overhead B, Rules for evaluating advertisements

Activity A, Test your advertising knowledge
(two pages and two-page answer sheet)

Quiz, The influence of advertising

Assessment and Evaluation

Activity A and quiz.

Supplemental Activities

Have students develop a form for evaluating advertisements.

Check out the information on infomercials at www.cbc.ca/streetcents—select: the guide, select: episode 09, 2001, select: Reality check—Infomercials

Additional Web Resources

Street Cents (CBC)
www.cbc.ca/streetcents



overhead A

Overhead A
Program-length commercials
(infomercials)

04.01.03

Think about it—infomercials are commercials in disguise.

How to spot program-length commercials

- “Commercials” are similar to the program content.
- Sponsor identified at beginning or end.
- One product is proclaimed superior.

Protect yourself if you want to order the item

- Use a credit card.
- The **Collection Agencies Act** will offer you some protection if you have problems with the bill or the quality of the product.

Actions to avoid

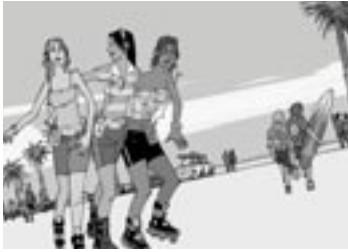
- Giving your bank account number over the phone

Remember

- Product claims are made by the advertiser.
- Such claims represent neither an objective nor an independent evaluation of the product.

How infomercials convince you to buy

- Testimonials by celebrities and everyday people
- Free gifts
- Originality (offer not available in stores, one-time offer)
- High pressure, buy immediately (“Call now operators are standing by”)
- Camera effects make product look better, bigger
- Low prices, usually available at retail stores for less



Overhead B

Rules for evaluating advertisements

04.01.03

Ask yourself basic questions

- Does the ad appeal to your emotions?
- Look beyond the appeal to find out what the ad really says (or doesn't say) about the product or service.
- What are the special features of the product?
- Are these features necessary?

As you read, listen to, or watch advertisements. . .

- Search for fraud and deception in the ad.
- Be alert to ads that are misleading (those that make unreasonable claims about the product or service).
- Read the fine print, or listen carefully.
- Does the ad use stereotypes?



activity A

Activity A

Test your advertising knowledge

04.01.03

name: _____

date: _____

In the space provided, write the letter of the advertising technique or appeal the statement represents.

- | | |
|------------------------------------|------------------------------|
| a) Join the gang | h) Negative option |
| b) Celebrity endorsement | i) Credit repair |
| c) Dangling comparatives | j) Numerical claims |
| d) Independence | k) Guarantees |
| e) Get rich quick | l) Bargain appeals |
| f) Exploiting fears and misgivings | m) Scientific claims |
| g) Sexual appeal | n) Catch phrases and slogans |

1. ____ Return this card today and begin receiving three CDs every month. If, at any time, you decide you don't want a CD, just return it within ten days.
2. ____ If you're the type of person who can think and act for herself, drive one of our cars and you'll be convinced you can't buy a smoother ride.
3. ____ We promise your new battery will last a lifetime, or your money back.
4. ____ This detergent works better on grease and stains.
5. ____ Three out of four dentists recommend this toothpaste.
6. ____ Everyone else is using this product. Why aren't you?
7. ____ At this price for a limited time only! So buy now, because you won't see a value like this again.
8. ____ After years of research by leading physicians, we've formulated a pill that, taken one hour before each meal, allows you to eat anything you want without gaining weight.
9. ____ You find yourself unconsciously singing the tune to the commercial.
10. ____ If Mr./Ms. Famous Athlete wears this type of underwear, shouldn't you?
11. ____ Just one spray of our cologne, and you'll never have to spend another Saturday alone!
12. ____ Work in your home, part-time, and earn up to \$10,000 per week.
13. ____ No matter how bad your credit is, for one small fee, we can help you get that car or van you've always wanted.
14. ____ Our complete-at-home course, which comes with a supplemental videotape and a workbook, is designed to increase your chances of getting better grades regardless of the subject

activity A

Activity A Test your advertising knowledge (continued)

04.01.03

name: _____

date: _____

Answer each of the following questions in the space provided.

15. Explain and give an example of the “bait and switch” advertising technique.

16. Explain and give an example of the “supermarket special” advertising technique.

17. Explain and give an example of an advertisement that uses “scientific claims.”

18. Explain and give an example of an advertisement that uses “bargain appeals.”

19. List three ways to spot program-length commercials.

20. List two things you can do to protect yourself if you buy something from a program-length commercial.



activity A

Test your advertising knowledge (answers)

04.01.03

In the space provided, write the letter of the advertising technique or appeal the statement represents.

- | | |
|------------------------------------|------------------------------|
| a) Join the gang | h) Negative option |
| b) Celebrity endorsement | i) Credit repair |
| c) Dangling comparatives | j) Numerical claims |
| d) Independence | k) Guarantees |
| e) Get rich quick | l) Bargain appeals |
| f) Exploiting fears and misgivings | m) Scientific claims |
| g) Sexual appeal | n) Catch phrases and slogans |

1. h Return this card today and begin receiving three CDs every month. If, at any time, you decide you don't want a CD, just return it within ten days.
2. d If you're the type of person who can think and act for herself, drive one of our cars and you'll be convinced you can't buy a smoother ride.
3. k We promise your new battery will last a lifetime, or your money back.
4. c This detergent works better on grease and stains.
5. j Three out of four dentists recommend this toothpaste.
6. a Everyone else is using this product. Why aren't you?
7. l At this price for a limited time only! So buy now, because you won't see a value like this again.
8. m After years of research by leading physicians, we've formulated a pill that, taken one hour before each meal, allows you to eat anything you want without gaining weight.
9. n You find yourself unconsciously singing the tune to the commercial.
10. b If Mr./Ms. Famous Athlete wears this type of underwear, shouldn't you?
11. g Just one spray of our cologne, and you'll never have to spend another Saturday alone!
12. e Work in your home, part-time, and earn up to \$10,000 per week.
13. i No matter how bad your credit is, for one small fee, we can help you get that car or van you've always wanted.
14. f Our complete-at-home course, which comes with a supplemental videotape and a workbook, is designed to increase your chances of getting better grades regardless of the subject

Activity A
Test your advertising knowledge
(answers continued)

activity A

04.01.03

Answer each of the following questions in the space provided.

15. Explain and give an example of the “bait and switch” advertising technique.

Designed to get you into the store by advertising a bargain, once you're in the store, you're told the item is unavailable. Then you're shown a similar item of higher quality that costs more.

16. Explain and give an example of the “supermarket special” advertising technique.

Advertisement of products that aren't in stock, or aren't readily available to consumers at the advertised price. For example, advertised grapes from California turn out to be from Mexico.

17. Explain and give an example of an advertisement that uses “scientific claims.”

Claims of “scientific proof” that are made without the substantiation required by law.

18. Explain and give an example of an advertisement that uses “bargain appeals.”

Plays on human tendency to want a bargain. Lots of so-called “bargains” aren't really bargains at all.

19. List three ways to spot program-length commercials.

Look for commercials that are similar to the program content.

Check for sponsor identification.

Be wary of programs where one product is represented as “better” than others.

Testimonials by celebrities and everyday people.

Encourage you to buy immediately.

20. List two things you can do to protect yourself if you buy something from a program-length commercial.

Use a credit card to pay for the item.

Order or pay by mail.



name: _____

date: _____

True/False (5 marks)

1. ____ An “unfinished comparison” in an advertisement provides consumers with incomplete information.
2. ____ Out-of-stock advertised specials are considered to be an unethical technique.
3. ____ Credit repair service advertisements may be misleading due to the promises made to consumers in credit trouble.
4. ____ An infomercial is a type of bait and switch.
5. ____ Comments from buyers of a product in a commercial usually provide useful information

Multiple Choice (5 marks)

6. Advertisements using a well-known person are examples of the _____ advertising technique.
A. peer approval
B. unfinished comparison
C. status
D. endorsement
7. Books, tapes, and music CDs are commonly sold using.
A. a perceptual contrast
B. numerical claims
C. unfinished comparisons
D. a negative option
8. _____ would be an example of an unethical action.
A. An infomercial
B. An out-of-context quote
C. An offer to work at home
D. Comparison pricing in an advertisement
9. A program-length commercial is commonly called
A. bait and switch
B. a perceptual contrast
C. an infomercial
D. an action guarantee
10. The most useful information in an advertisement would be
A. the price
B. comments from product users
C. a list of product accessories
D. an endorsement from a well-known person

Case Application (5 marks)

Recent television programs and commercials have provided information on a new method of cooking to save money, reduce fat, and improve the flavour. This cooking equipment seems to be quite good. What actions should a person take before spending money on this type of product?

**True/False (5 marks)**

1. t An “unfinished comparison” in an advertisement provides consumers with incomplete information.
2. t Out-of-stock advertised specials are considered to be an unethical technique.
3. t Credit repair service advertisements may be misleading due to the promises made to consumers in credit trouble.
4. f An infomercial is a type of bait and switch.
5. f Comments from buyers of a product in a commercial usually provide useful information.

Multiple Choice (5 marks)

6. Advertisements using a well-known person are examples of the D advertising technique.
A. peer approval
B. unfinished comparison
C. status
D. endorsement
7. Books, tapes, and music CDs are commonly sold using D.
A. a perceptual contrast
B. numerical claims
C. unfinished comparisons
D. a negative option
8. B would be an example of an unethical action.
A. An infomercial
B. An out-of-context quote
C. An offer to work at home
D. Comparison pricing in an advertisement
9. A program-length commercial is commonly called C.
A. bait and switch
B. a perceptual contrast
C. an infomercial
D. an action guarantee
10. The most useful information in an advertisement would be: A.
A. the price
B. comments from product users
C. a list of product accessories
D. an endorsement from a well-known person

Case Application (5 marks)

Recent television programs and commercials have provided information on a new method of cooking to save money, reduce fat, and improve the flavour. This cooking equipment seems to be quite good. What actions should a person take before spending money on this type of product?

Before making such a purchase, several types of research should be conducted. Contact local or provincial consumer agencies to determine if there are complaints against the company. Talk to others who have purchased this item or similar products. Conduct library research or an Internet search to gather additional information.



Lesson 04

Try it—make a commercial!

.04

Overview

We have all seen or heard ads and thought, WOW! That was genius! What a funny commercial! What a creative way to get a message across. Advertisers want ads that have impact, ads the consumers will see and remember. Advertisers want consumers to remember their brand and logo. Advertisers want ads that sell.

Goal

To give students the opportunity to apply their knowledge by creating an advertisement.

Objective

Students prepare an advertisement for a product, service or event.

Timeline

Activity A Three 75-minute periods

Instructions

Classroom discussion

Before letting the class loose to create an advertisement, discuss the AIDA formula for creating good ads. Attract Attention, gain Interest, build Desire, get Action. Use the ads collected from Lesson 1 to demonstrate the AIDA formula.

Activity A

Using Activity A, Try it—make a commercial, divide the class into groups. Have each group research a product, service or school event. Ask each group to prepare an advertisement for its product, service or school event using some of the techniques and appeals discussed in class or a new creative technique of their own. The students can use any medium, print, radio or TV. Limit radio and TV ads to 15 to 30 seconds. Have each group present their advertisement to the class. Ask the class to identify the appeals and techniques each group is using. Review how to spot various advertising techniques and appeals that have been discussed in class. Emphasize how to spot the difference between facts and unsupported claims. Ask the class if any of the techniques or appeals used were fraudulent or misleading. Ask the class if there is stereotyping.

Teacher Notes

Students may need a storyboard handout to help them plan a TV commercial.

Encourage students to plan each scene, video and audio.

Required Materials

Activity A, Try it—make a commercial

Video cameras for TV commercial—ask students to bring in their own from home.

Recording device for radio commercial.

Materials for creation of print ad or software, “Microsoft Publisher,” “Corel Draw”.

Assessment and Evaluation

Evaluate the advertisement created.

Supplemental Activities

Check out the Web site below to get advice on how to create an effective TV commercial.

Additional Web Resources

About.com

advertising.about.com/od/televisionandradio/a/commercialmusts.htm



activity A

Activity A
Try it—make a commercial

04.01.04

name: _____

date: _____

Directions

Divide into groups. Each group is responsible for researching a product, service, or event. Prepare a commercial for the product, service, or event your group has been assigned or has chosen. When preparing your commercial, be sure to consider some of the techniques and appeals discussed in class. Each group will present its commercial to the class. At the end of your presentation, be prepared to answer the following questions.

1. To whom are you trying to sell your product, service, or event?

2. What specific techniques and/or appeals did you use to try to sell your product, service, or event?

3. Were any of the techniques or appeals you used fraudulent or misleading?

4. Could you be accused of stereotyping?
