

# Media's influence on us

## Lesson 7

### Third and Fourth Class



## Link an emotional reaction to an advertisement with an action.

<b>Lesson Objective</b>	The children should be able to link an emotional reaction to an advertisement, with an action
<b>Learning Outcome</b>	Describe how advertisements appeal to children's imagination and create an emotional reaction which can persuade us to do or think something.
<b>Teacher's Notes</b>	Advertising is created to get an emotional reaction. Everything in the advertisements we see around us is carefully chosen to make the product or brand look exciting and attractive and to appeal to the audience. Often advertisements mix up fantasy and reality.
<b>Resources</b>	<ul style="list-style-type: none"><li>• MediaVid 4.2</li><li>• Story - Noah's Day Dream</li><li>• Activity 4.1</li><li>• Advertisements from the MediaWise website</li></ul>
<b>Methodology:</b>	<ul style="list-style-type: none"><li>• Talk and discussion: Fantasy And Reality; Fantasy V Reality</li><li>• Skills through content: MediaVid; Where's the Emotion?</li></ul>
<b>Procedure</b>	<p><b>Step 1: MediaVid</b></p> <ul style="list-style-type: none"><li>• Tell the children that they are going to watch a short video about the media's influence on us.</li><li>• Play the MediaVid 4.2 from the MediaWise website (<a href="#">hyperlink to MediaVid 4.2</a>)</li><li>• After the movie, explain that the media tries to have an influence on how we think and what we do.</li><li>• Ask the children if they can remember any of the ways the media tries to have an influence on how we think and what we do</li><li>• Explain that the media uses lots of different ways to influence us, such as logos and brand names, visuals - including images and colours, language and words, characters and animals, sound and music, celebrities, special offers such as free gifts, money off, buy one get one free, supersize, 50% extra or movie tie ins to try to have an influence on how we think and what we do.</li><li>• Tell the children that we hear and see information from the media and advertising every day.</li><li>• All of these elements are designed to encourage us to feel a range of emotions and make us feel in a particular way.</li></ul> <p><b>Step 2: Fantasy And Reality</b></p> <ul style="list-style-type: none"><li>• Ask the children if they know what a fantasy story is?</li><li>• Explain to the children the fantasy is make believe, something that isn't happening in real life.</li><li>• Explain to the children that reality is something that is happening in real life.</li><li>• Explain to the children that you're to tell them a story that has some fantasy and some reality in it.</li></ul> <p><b>Noah's Day Dream</b></p> <p>'Noah was sitting on the bus. He was on the way into town with his Mam. As they were travelling down the road, Noah heard a huge crashing noise. The sky became dark. Looming over the bus was a huge robotic figure. It was a gigantic evil robot. Dr Robotno, the most evil inventor in the world, must have created this awful invention. The gigantic robot knocked down trees and crushed cars under its feet. Noah had to do something. The giant robot was getting nearer and nearer to the bus. Noah jumped out of his seat. He pulled his laser gun from his back pocket and rushed out the door towards the robot.</p>

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#### Procedure (continued)

#### Step 2: Fantasy And Reality (continued)

Just as the robot was about to step on him, he spotted a loose wire at the back of the robot's head. He aimed his laser gun at the loose wire and fired. The robot stopped in its tracks. Noah didn't know what was going to happen. Suddenly the robot exploded. Everyone rushed off the bus to tell Noah that he was a hero. Noah's Mam give him a huge hug. "You've always been my hero Noah" said Mam.'

- Ask the children what part of the story was set in reality.
- Ask the children what part of the story was set in fantasy.
- Was there any part of the story that was a mix of reality and fantasy?
- Ask the children how did the story make them feel?
- Ask if they would like to have an adventure just like Noah?

#### Step 3: Fantasy V Reality

- Explain to children that when the media is advertising to children they often use fantasy stories.
- Advertising companies create advertisement with exciting fantasy stories that include the product they are trying to sell. This way the product seems more exciting.
- Ask the children if they have seen any advertisements set in fantasy lands e.g. stories with wizards, witches, monsters, princes and princesses, people with magical powers.
- Ask the children if these advertisements are more interesting and exciting then advertisement that are set in reality e.g. children going to school, families doing the shopping, people visiting their families or friends.
- Using Activity 4.1 the children can decide which images are fantasy and which are reality.
- When the children have finished the activity ask them if they would like to share their answers with the class and explain the reason behind each answer.

#### Step 4: Where's the Emotion?

- Tell the children that advertisements want us feel particular emotions to have an influence on how we think and what we do.
- Remind the children of the four aims of advertising:
  - tell us something we need to know
  - persuade us to buy a product
  - persuade us to change our behaviour
  - put forward a point of view
- Tell the children that as a whole class activity they will watch the advertisements from the MediaWise website
- After each advertisement, ask the children how the advertisement made them feel?
- Ask the children what each advertisement is trying to persuade us to do or think?
- Ask the children if they feel they should do or think something simply because an advertisement is trying to persuade them to?
- Ask the children if the emotion they feel encourages them to feel they should do or think something simply because an advertisement is trying to persuade them to?
- Ask the children if they have ever been persuaded to do or think something by an advertisement they have seen?
- Did the emotions they felt have an influence on that persuasion?
- Explain to the children that they should make their own decisions on what they should do and think, rather than how they feel about an advertisement.
- Explain to the children that advertising will try to persuade them to do lots of things by making them feel emotions, but it is important to make their own decisions.

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### Fifth and Sixth Class



#### Procedure (continued)

#### Step 5: Emotional Blackmail

- In pairs the children can try a drama activity where they try to persuade their partner by using emotion.
- They must try to convince their partner, in role as the teacher, to give them no homework using these made up reasons:
  - I'm not feeling well
  - I fell over earlier
  - My favourite television show was cancelled
  - I lost my new bike
  - My new shoes are hurting me
  - I didn't get much sleep last night
- After they have completed the activity ask the children if they'd convinced their "teacher" to give them no homework. Both children can give feedback on the process of persuasion.
- Remind the children that the advertising industry spends a lot of money trying to encourage us to feel a range of emotions to have an influence on how we think and what we do