

PEER PRESSURE AND HEALTHY CHOICES
Media Influences Lesson Plan

Prep before class:

- Gather together advertising materials such as:
1. Print ads from the newspaper and magazines
 2. Copies of audio/television commercials
 3. Internet advertisements
- Make copies of each of the following for students:
1. *Advertising Messages* (Page 37)
 2. *How Advertisements Work* (Page 38)

Lesson

Discussion

1. Ask students to describe some of their favorite commercials or advertisements. Have them describe what appeals to them in the ads/commercials. Ask students to think of examples from print ads (magazine/newspaper), radio/television commercials, internet advertisements, and in-store advertisements (grocery store, retail store, and restaurants).
2. Ask a student to pass out the *Five Propaganda Techniques* (Page 38). Read aloud and discuss:
 - A. Advertisers design their ad campaigns around the following concepts:
 - 1) Attention: the advertisement does something to attract the audience's attention.
 - 2) Interest: the ad develops audience interest in the product by using art, information, or language.
 - 3) Desire: the ad tries to create a desire for the product by providing appealing features or emphasizing positive qualities of the product.
 - 4) Action: the ad encourages the audience to make the purchase.
 - B. Ask students to give examples from popular commercials or from print ads that demonstrate the Five Propaganda Techniques:
 - 1) Bandwagon: Persuading people to do something by letting them know others are doing it.
 - 2) Testimonial: Using the words of a famous person to persuade you.
 - 3) Transfer: Using the names and pictures of famous people, but not direct quotations.

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- 4) Repetition: The product name is repeated at least four times.
- 5) Emotional Words: Words that will make you feel strongly about someone or something.

Advertising Messages Activity

1. Have students work in pairs or small groups to complete the *Advertising Messages Activity* (Page 37). They should agree on a commercial or ad to discuss. Commercials could be print ads from the newspaper, magazines or internet or copies of audio/television commercials.
2. Have students present their findings and activity sheets to the whole class.

Advertising Slogans Quiz

1. Have students pass out the *Are These Slogans In Your Brain Worksheet* (Page 23) and *More Slogans, How Much Can Your Brain Hold* (Page 25).
2. Have students complete the worksheets if they haven't done it for another lesson. If they have completed them earlier, look at them for discussion points. Ask the students to determine which propaganda technique is used for each product.

Media Role Play Activity

1. Have students divide into small groups.
2. Pass out one of the three *Media Role Play Activity* sheets (Pages 39–41) to each group. It is ok to have multiple groups working on the same situation. It will be interesting to see how the different groups solve the problem.
3. Have the groups present the role plays to the class and lead a discussion afterwards.
4. It is fun to video record the roles plays and show the class later as part of the class review.

Summary and Review

Review the key points relating to media advertising and discuss with students why it is important for them to be critical of advertisements and other media messages as well.