

Understanding Advertising

The **BIG** Idea

- How does advertising influence my spending?

AGENDA

Approx. 45 minutes

- I. Warm Up: Ad Facts (5 minutes)
- II. Name That Ad (5 minutes)
- III. Analyzing Ads Activity (25 minutes)
- IV. Wrap Up (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 58, Advertising Techniques
- Student Handbook page 59, Questions for Analyzing Ads

FACILITATOR PAGES:

- Facilitator Resource 1, Ad Slogans
- Facilitator Resource 2, Ad Samples
- Facilitator Resource 3, Ad Samples: Notes
- Laptop and LCD projector
- Overhead projector (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Recognize him/herself as a target of advertising.
- Identify strategies used to spend their money.

OVERVIEW

In this lesson, students discover the role advertising plays in their purchasing decisions by participating in activities ranging from identifying brands based on their slogans to analyzing the power of popular ads. A Futures Channel video, *Creating an Ad Campaign*, shows what goes on behind the scenes at an ad agency and profiles the work of a copywriter and art director.

PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- For Part III, make a transparency page of **Student Handbook page 58, Advertising Techniques**. (Alternatively, you can reproduce this on chart paper or on your laptop for an LCD projector.)
- For Part IV, prepare **Facilitator Resource 2, Ad Samples**, so they're viewable by the entire class. (Lessons are available on our website; you can present them via laptop/LCD projector. You could also make copies to distribute to students.)
- Cut out ads from magazines, newspapers, etc. featuring popular brands (e.g., soda, cereal, sneakers).

BACKGROUND INFORMATION

Did you know that the average American child may view as many as 40,000 television commercials a year?* Or that teens in the U.S. spent an estimated \$153 billion in 2006?*** In a 2004 report conducted by the American Psychological Association's Task Force on Advertising and Children found that after just one exposure to a commercial, children can recall the ad's content and have a desire for the product.* This is particularly alarming when you consider that the advertising industry spends \$12 billion per year on ads targeted to children.*** The task force's report raises concern about children's inability to recognize the exaggeration or bias in many ads, and their tendency to accept advertising messages as truthful. As a result, the report emphasizes the importance of teaching children to be critical of ads—to look past advertisers'

tricks and techniques—and be aware of their persuasive intent. For more about the techniques used by advertisers, take time to review **Student Handbook page 58, Advertising Techniques**.

SOURCES

*Report of the APA Task Force on Advertising and Children
(<http://www.apa.org/pubs/info/reports/advertising-children.aspx>)

**Source: Spending Power of the Teen Consumer – US, Mintel International Group, September 1, 2006,
(http://www.marketresearchworld.net/index.php?option=com_content&task=view&id=615)

***Protecting children from advertising by Melissa Dittmann, APA Online: Monitor on Psychology, Vol. 35, No. 6,
June 2004 (<http://www.apa.org/monitor/jun04/protecting.html>)

VOCABULARY

Advertise: To use media such as television, radio, Internet, magazines, billboards, and more to persuade someone to buy something.

Advertisement: Words or pictures that try to persuade you to buy or do something, like a television or radio commercial.

Target market: A specified audience defined by gender, age, ethnic group, income, occupation, region of the country, etc. for which an advertising message is designed.

IMPLEMENTATION OPTIONS

For Part II (Name That Ad), divide the class into two groups and award points for correct answers. Update the slogans with ones that are popular at the moment or ones you know your students are familiar with. If time is tight, challenge students to identify just five slogans in Part II, rather than 10.

ACTIVITY STEPS

I. Warm Up: Ad Facts (5 minutes)

1. [Welcome students to class.]
2. **SAY SOMETHING LIKE:** Throughout the year, we've been talking about goal setting —from improving your study skills to choosing your career. For the next three weeks, we're going to talk about money —and how setting goals can help you make the most of what you've got.

Just a reminder: please be courteous when discussing money. It's a sensitive subject for many people. This means avoiding comments like "Rich people. . ." or "Poor people. . ." or talking about stores where a person should or should not shop.

[Grab their attention by asking: *How many commercials do you think you watch a year?* After students have a chance to answer:]

SAY SOMETHING LIKE: Believe it or not, the average American kid sees more than 40,000 television commercials in just one year! Today we'll look at the way advertisers try to influence your decisions. Knowing a few tricks can help you avoid spending money on stuff that may not be worth it.

II. Name That Ad (5 minutes)

1. [Tell the class that in this game, they will identify products by their slogan. Instruct students to take out a sheet of paper and a pencil. Have them number the pages one through five. Explain that you will read aloud slogans without giving away the name of the product and that they are to write down what each slogan is an ad for.]
2. [Read aloud the first slogan from the **Facilitator Resource 1, Ad Slogans**. Allow time for students to write down what the slogan is advertising next to #1 on their sheet of paper. Continue for five of the 10 slogans listed.]
3. [Now re-read each slogan and invite volunteers to share their responses as the rest of the class checks their answers.]
4. **SAY SOMETHING LIKE:** How many did you get right? Are you surprised by how quickly and easily you knew the answers? What does this tell you about advertising?

Do you think that the catchiness of an ad is related to the quality of the product?
Explain your answer.

5. [Conclude this activity by guiding students to realize that they are bombarded with tons of ads daily — on TV, radio, billboards, magazines, etc. Advertisers even pay TV shows and movies to display their products as part of their show, for example, arrange for the hosts of American Idol to be drinking from containers that say “Coke.” Explain that all these clever ads make it important to be able to separate the hype from fact, and not be manipulated by the sales pitches.]

III. Analyzing Ads Activity (25 minutes)

1. **SAY SOMETHING LIKE:** Teens spent about \$153 billion dollars in 2006, and you can be sure that ad agencies are working hard — and spending lots of money — to capture your attention. Let’s have a look at some of the ways they accomplish this.
2. [Explain to students that advertisers use a variety of different techniques to get consumers like you to buy their products. Say: *A technique is a method ads use to persuade consumers to buy a product. Most techniques appeal to our need for a sense of belonging and acceptance.*]
3. [Display **Student Handbook page 58, Advertising Techniques** on the overhead projector. Tell students that these are some of the more common techniques advertisers use. Have volunteers read aloud the technique names and what they mean.]
4. [Use examples from **Facilitator Resource 2, Ad Samples** and discuss the following: (Note: It’s not necessary to cover all of the ads pictured; just make sure you have one from all four categories.)
 - What product is the advertisement for?
 - Who is the target audience?
 - What is the message?
 - How are the pictures trying to make you feel?
 - What advertising techniques are being used to sell the product? Explain how each technique is being used.

See **Facilitator Resource 3, Ad Samples: Notes** for help.]

5. [Refer students to **Student Handbook page 59, Questions for Analyzing Ads** and provide a sample ad to work through together as a class. Each student should write the answers to the questions in Part 1 as you model this activity on the overhead projector.]
6. [Divide the class into teams of four, and provide each with an ad to analyze. Allow time for groups to analyze their ads and complete Part 2.]

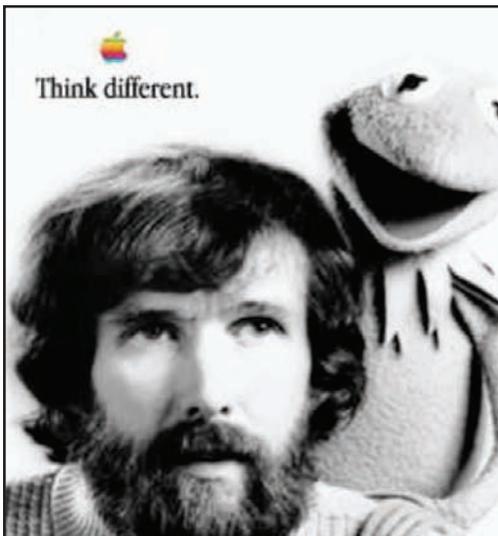
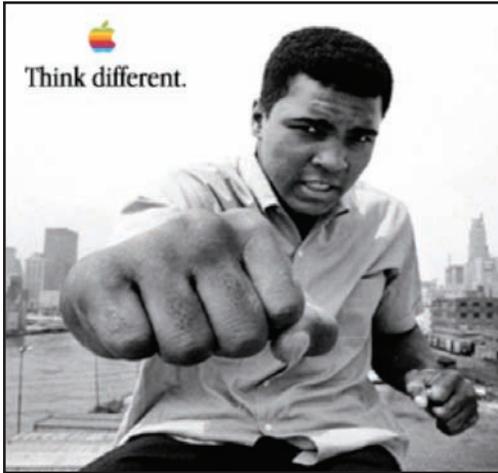
IV. Wrap Up: (10 minutes)

1. [Invite each group to share their ads and their analyses with the rest of the class.]
2. **SAY SOMETHING LIKE:** Great job! You are really getting to be experts at analyzing advertisements, and seeing through the hype. This is very important because as you are discovering, ads are crafted in ways that make us believe we must have things that we may not need. By examining and questioning ads, you will make better choices as a consumer.

AD SLOGANS

Choose five of the following slogans to share with your students. Feel free to substitute current slogans for products they're familiar with.

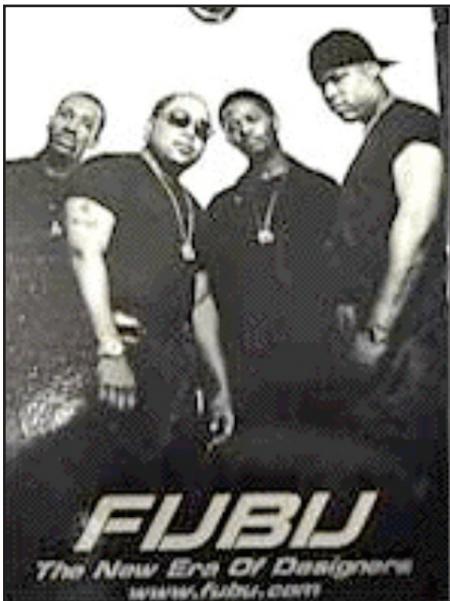
1. I'm lovin' it! (McDonalds)
2. Make it real. (Coca-Cola)
3. Just do it. (Nike)
4. Can you hear me now? (Verizon Wireless)
5. Drivers wanted. (Volkswagen)
6. "M'm! M'm! Good!" (Campbell's Soup)
7. Get more. (T-Mobile)
8. Do you have the bunny inside? (Energizer batteries)
9. Maybe she's born with it — maybe it's... (Maybelline)
10. The cheesiest! (Kraft Macaroni & Cheese)



Apple Computer "Think Different"



**Nike
Air Jordans**



**FUBU
Clothing**



**Carhartt
Work clothes**



**Apple
iPod**



**Purina
"Your Pet. Our passion."**



**L'Oreal Make-up
Beyonce Knowles**

Ad Samples: Notes

Apple's "Think Different" Campaign (also featured in the Futures Channel video)

- How do you know this is not an example of the bandwagon technique? They're saying people who use Apple computers are different from the crowd, and using examples of people who were brave, imaginative, accomplished, or all three. Note: for students who may not recognize these cultural icons, identify Mohammed Ali, former heavyweight champion of the world, and Jim Henson, creator of the muppets, including Kermit the Frog.
- Which technique do the creators of this ad seem to be using? A case could be made for almost any of the other answers. Heartstrings, because for some viewers of these ads, there will be a real feeling of nostalgia attached to the people they've pictured. Some students may say celebrity endorsements, and, in a way, they're right; Apple is trying to associate these celebrities with their brand. But the celebrities aren't actually recommending Apple computers. Jim Henson is no longer alive, and we can be pretty sure the astronauts did not have Apple computers on their minds when they landed on the moon. The best answer is "Be Like Me."

Nike Air Jordans

- Who's in this photo and what's being advertised? The original ad probably included the Nike logo, but this picture has become so famous it's hardly needed.
- There's a big "Be Like Me" factor here, as if wearing a particular brand of sneakers could possibly cause someone to rise to this height of athleticism. This is also a celebrity endorsement; Michael Jordan's name is right there on the shoes.

FUBU

- FUBU stands for "For Us, By Us" and this clothing (and its designers, pictured) will be instantly recognizable to urban audiences. There's an element of celebrity endorsement here; the designers have become celebrities, and students may know rap stars who wear this clothing in videos or on stage.
- If the message is "Be Like Me," what attitude or attributes are being sold? (streetwise, tough, cool)

Carhartt

- You can't even see the product in this illustration from their website, but if you're already on the website, you don't need to be told. Carhartt is synonymous with tough work clothes worn by real working people.
- How do the picture and slogan fit in to the image Carhartt is trying to sell? If the message is "Be Like Me," what attitude or attributes are being sold? (hard-working, at home in the outdoors, for real)

Apple iPod

- There's definitely an element of "Be Like Me" here, too. What attitude or attributes are being sold? (cool, fashionable, up-to-date, knows a lot about music)
- Although they don't say "four out of five people use iPods," how does this ad use the bandwagon technique to get you to buy? (Lots of ads representing many different kinds of music. There's definitely an "Everybody who cares about music and is cool has an iPod" vibe.)

Purina

- What do they make? (pet food)
- Who do they want to buy it? (people who really care about their pets)

This has a definite heartstrings appeal. If you want to see a multicultural array of people bonding with pets, check out www.purina.com.

L'Oreal

- Students should recognize this as a celebrity endorsement. Wear L'Oreal make-up, be as beautiful as Beyoncé. What could be simpler?

ADVERTISING TECHNIQUES

Technique	How it Works
Bandwagon	Everyone is using the product. Don't be left out! EXAMPLE: Everyone is shopping at this clothing store. You should, too.
Celebrity Testimonial	A famous person recommends the product. EXAMPLE: An actress or singer uses X brand of makeup.
Be Like Me	Using the product will make you look or feel like the people in the ad, who are amazing and great. EXAMPLE: Wear X brand of running shoes, and you'll be as fast as the guy in the ad.
Heartstrings	This ad tells a story, and tugs at your emotions. EXAMPLE: A cute kid gets a good report card. His dad is so proud he treats him to lunch at a fast-food restaurant, where they are seen laughing as they eat fries.

Sources:

Media Awareness Network Marketing to Teens — Advertising Strategies

http://www.media-awareness.ca/english/resources/educational/handouts/advertising_marketing/mtt_advertising_strategies.cfm

Questions for Analyzing Ads

Think about these questions as you examine each ad. Write your responses on the lines below.

AD #1

What product is the advertisement for?

Who is the target audience?

What is the message?

How are the pictures trying to make you feel?

What advertising techniques are being used to sell the product? Explain how each technique is being used.

AD #2

What product is the advertisement for?

Who is the target audience?

What is the message?

How are the pictures trying to make you feel?

What advertising techniques are being used to sell the product? Explain how each technique is being used.
