



Advertising
and propaganda
– Analyzing
and creating
messages
to empower
the students.

by Mediawijs

Advertisements and propaganda are everywhere. But we don't always know that it has an effect on us. So how do we get influenced? Which techniques advertisements and propaganda use?

We took a group of students on a little trip and learned how to analyze and create messages to understand those subtle techniques. In this workshop we learned participants to distinguish different forms of advertising and in addition they also learned strategies to recognize them. Furthermore, they will learn about propaganda and more specifically about the techniques that are used to create it.

GENERAL DESCRIPTION

SHORT SUMMARY	This workshop aims to improve the knowledge of advertising and propaganda. Participants learn to distinguish different forms of advertising and in addition they will also learn strategies to recognize them. Furthermore, they will learn about propaganda and more specific about the techniques that are used to create it.
TARGET GROUP	Size: N/A Age: adults Literacy level: A2 Digital literacy level: intermediate, use of tablets
TIME	6 hours
FORM	Inclusion in the regular classes.
SPACE	Classroom with tables, video projector, paper and pencils, one ball (football, basketball,...).
TOPICS COVERED	Advertising, propaganda
TOOLS	<ul style="list-style-type: none">• Tablets• WIFI
OBJECTIVES	Learn about different forms of advertising and how it can be recognized and give information about the intention of advertisements. Furthermore, focus on propaganda to influence someone's opinion, perception of the world.
LINGUISTIC SKILLS	Learning new vocabulary, social skills, reading skills, listening skills, speaking skills.
DIGITAL/ MEDIA LITERACY REFERENCE	Recognizing different forms of advertising, knowing the difference between advertisements and propaganda.

STEP BY STEP DESCRIPTION

STEP 1

Time

10 min.

Objective

Introducing the (first) topic: advertising.

Material

- Blackboard
- Some 'obvious' examples of advertising (e.g. popular posters or a video commercial).

Literacy skills

To improve social skills, learn new vocabulary, linguistic comprehension skills.

Activity description

Introduction:

- The teachers present themselves in front of the group and introduce the topic of advertisement.
- Together with the group the teacher tries to find some examples of advertising they know. If they cannot come up with examples: show some 'obvious' examples (e.g. popular posters or a video commercial) yourself.
- Write some general characteristics of advertising on the blackboard (e.g. selling stuff, convincing...).

STEP 2

Time

20 min.

Objective

Practicing oral expression + finding some key elements of persuasive language.

Material

- Blackboard
- Lots of different (pictures of) items one can sell.

Activity description

The students are selling it for themselves:

- Put the students in a circle. In the middle of the circle lie different (pictures of) items one can sell (e.g. fruit, travels, washing powder...)
- Let the students pick one item and ask them to come up with a reason why the others should buy this (apple, trip to Hawaii ...). Depending on the language level of the students this can just be some words or even a slogan.
- Show approval to all those great answers and write the best ones on the blackboard.

Literacy skills

To improve social skills, learn new vocabulary, linguistic comprehension skills, speaking skills.



STEP 3

Time

30 min.

Objective

Testing the knowledge of advertising. Moreover testing how well they can recognize advertisements. Furthermore, improving their knowledge and vocabulary by explaining different forms of advertisements.

Material

- advertisements
- papers
- articles

Literacy skills

Linguistic comprehension skills, Listening skills, vocabulary skills.

Activity description

- Spotting the difference: news or publicity?
- Collect different forms of advertising and place them on a table in the room. Not only advertisements are placed on the table but also articles that look like advertisements (for example a review of book/film).
 - The participants are divided in small groups and each group must collect 3 advertisements from the table.
 - Let them read what is written. Use translation apps if not everything is clear.
 - Ask the participants why they chose these particular examples. Ask them to tell what their advertisement is selling. Ask them if they think it is an advertising or not. Why? Can they recognize it? (e.g. logo, brand name, slogan,...). Write down the characteristics of an advertisement on the blackboard.
 - Then explain the difference between advertisements and articles. Use this as an introduction to explain advertisement techniques.

STEP 4

Time

45 min.

Objective

Recognizing new forms of advertising + improving online searching skills.

Material

- Copies of the advertising bingo sheet
- Tablets / computers to search online

Literacy skills

To improve social skills, learn new vocabulary, linguistic comprehension skills, speaking skills.

Activity description

Advertising bingo

- So far, almost all the adverts that were shown in class came from classical media. Time to search for new forms.
- Ask the participants if they:
 - have a tablet, computer, ...
 - send e-mails
 - use YouTube, Whatsapp, Facebook, ...
- Ask them if they encounter some advertising on their devices as well. Discuss some examples in the whole group.
- Give the participants (per 2 or 3) a copy of the advertising bingo sheet and let them search the internet (on their own devices or on tablets / computers that are provided). Once they have found the right advertising example (e.g. Facebook ad, advergame ...), they need to cross the sign. The first group with a whole line wins.



STEP 5

Time

30 min.

Objective

Understanding how to recognize advertising from other forms of communication.

Material

- Projector
- Presentation with advertising examples.

Literacy skills

Linguistic comprehension skills, reading skills, vocabulary skills, speaking skills, basic digital skills.

Activity description

Categorizing ads

- Ask the participant to show the best examples they have found. Explain in group the words they did not understand.
- Then show them a presentation of different advertisements and let them categorize all examples.
- In the meanwhile explain how the students can recognize advertising (e.g. color of the folder, logo of product placement,...)

STEP 6

Time

15 min.

Objective

Checking if they understand the concept of advertising + practicing oral expression.

Material

- Projector
- Internet to search their examples.

Literacy skills

To improve social skills, learn new vocabulary, linguistic comprehension skills, speaking skills.

Activity description

Intercultural learning

Ask the students to show / explain some examples of advertising in their home country. Do not immediately ask for a translation, but try to analyze it in group: What do you think is this ad promoting? Why do you think so?

STEP 7

Time

30 min.

Objective

Improve knowledge about propaganda and learn about 4 techniques that are used to create propaganda.

Material

- Different examples of propaganda within one topic (e.g. stop smoking campaigns). Preferably each example uses a different propaganda technique.
- Projector

Literacy skills

To improve social skills, learn new vocabulary, linguistic comprehension skills, basic digital literacy skills.

Activity description

Introduction:

- Make the transition from the topic advertising to the topic propaganda. Point out that advertisements are used to sell products, while propaganda is used to influence the opinion of people.
- Show the group different examples of propaganda within one topic (e.g. stop smoking campaigns). Explain words they might not understand, but do not analyze yet.
- After showing all examples ask them which picture/video they thought was the most convincing. And why?
- Try to reframe their answers into the 4 propaganda techniques and introduce these:
 - respond to needs of the viewers
 - attack opponents
 - provoke strong emotions
 - oversimplify information and ideas

Comments:

Background information on propaganda and its techniques: www.mindovermedia.eu

STEP 8

Time

15 min.

Objective

Further improve knowledge about propaganda and the 4 techniques.

Material

- Different examples of propaganda
- Projector
- If they haven't seen the emotions yet: some emojis that can be used to express oneself.

Literacy skills

Linguistic comprehension skills, reading skills, vocabulary skills, speaking skills

Activity description

More propaganda:

- Show some examples of contemporary propaganda (www.mindovermedia.eu has a huge international database)
- Ask for every example:
 - How do they feel about these pictures?
 - What do they think is happening / said with this picture?
 - How convincing is this for you? And for others?
 - Which propaganda technique is used?

STEP 9

Time

75 min.

Objective

(Inter)cultural understanding.

Literacy skills

Linguistic comprehension skills, reading skills, vocabulary skills, speaking skills.

Activity description

Media literacy 'en plein air'

- Media literacy 'en plein air' is a way of walking in the public domain while actively searching for media messages. This can be buildings (e.g. a church in the center of town shows the importance religion had in previous times), images, texts, art... This works better in smaller groups (4-5 people), but definitely include one teacher in each group. We did this in electoral period, so there was enough propaganda in the streets.
- Hit the streets with the students and find examples of advertising and propaganda in the street.
- Leave some openness to explain to the participants all the words or images or buildings they did not understand.

STEP 10

Time

75 min.

Objective

Improving photographer skills, creating an image that will be seen in school for a longer period.

Material

- Tablets
- Internet

Literacy skills

To improve social skills, learn new vocabulary, linguistic comprehension skills, basic digital literacy skills.

Activity description

Creating propaganda

- Back in class, wrap up all the information on propaganda (best examples, the techniques they used ...)
- Tell them they are going to create some propaganda themselves: a picture with a slogan.
- Practice first the photo app on the tablets.
 - open the device
 - find the app
 - give some assignments to test their photographer skillsE.g. ask them to take a picture of a chair. Go around and have a look at every group. Probably some of them won't have clear pictures, or next to the chair there will be a bag ... Tell them that they can improve their photo by removing items that do not add anything to the story, that they can change the frame, that they can use a white background to focus on the item ...
- Give the group a slogan (e.g. "Keep it clean!") and ask them to come up with a great picture that will convince all the other students and teachers in the school.
- Once they have taken a good picture, give them the opportunity to change the slogan. Help them if necessary.
- Let them upload their final picture on a Padlet

Comments:

https://padlet.com/sanne_hermans1/propaganda

STEP 11

Time

15 min.

Material

- Printer

Literacy skills

To improve social skills, learn new vocabulary, linguistic comprehension skills, basic digital literacy skills.

Activity description

Choose your campaign

- Let the group decide which of the pictures and slogans is the best.
- Print these out and hang them in the school.

