Lesson Plan

<table>
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<th>Topic: The Power of Persuasion in Advertising</th>
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<td>Time Allotted: Up to 2 hours</td>
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<td>Grade/Subject: 7-12 English</td>
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<td>Unit: Media Studies</td>
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Outcomes

1. Students will demonstrate an understanding of the ways in which the construction of texts and images can create, enhance, and control meaning.

2. Students will demonstrate how language influences and manipulates, and reveals ideas, values, and attitudes.

Assessment of outcomes/objectives:

1. Determine that students understand the AIDA formula and can apply it in their analysis of ads (by observation).
2. Using a rubric, assess the ad project:

   **Knowledge:** the product is original
   - the appropriate demographic is reached
   - the logo and slogan are original
   - each person effectively contributes to this project

   **Thinking:** creative marketing toward the audience
   - creative choice of product, logo, and slogan
   - sales pitch makes effective connections between the product and the advertisement

   **Communication:** the slogan and logo effectively
   - communicate to the demographic

   **Application:** the ad is creatively and effectively
   - constructed considering colour, design, layout, & font.
   - appropriate use of spelling, grammar, & punctuation.

Materials

- 11 x 17 paper
- markers, pencil crayons, etc.
- Magazines (from the library or home), or ads from the Internet.
Introduction/Anticipatory Set:
Using magazines, or Internet images projected on the SMART board, have students examine 1 or more ads.

Using the AIDA formula for an advertisement design (see below), have the students analyze the effectiveness of the advertisement.

AIDA Formula:
A=Attention; I=Interest; D=Desire; A=Action

1. \( A = \text{CAPTURING THE CONSUMER'S ATTENTION} \) by using sound effects, colour, graphics, visuals, and headlines.

2. \( I = \text{INTEREST} \) – being able to answer the consumer’s question: “What’s in it for me?” Most ads can gain a consumer’s attention, but not sustain their interest because they tend to focus on the product’s features, not on consumer benefits.

3. \( D = \text{DESIRE} \) - motivating consumers to acquire more information about the product by showing people enjoying their products

4. \( A = \text{ACTION} \) - if the process is successful, then the consumer will want to purchase the product, so you need to provide them with the necessary information to make that purchase.

In other words, as they look at the ad, do they believe the ad captures the consumer’s attention, focus on consumer benefits, make the product desirable to the consumer, and give them the necessary information to buy the product?

Instruction/Guided Practice:
For the next 10 minutes, go through the AIDA formula with the first ad, and continue by using at least 1 or 2 more examples. In order to have all students participate with the discussion, consider using the “Think/Pair/Share” approach with these ads (students analyze the ad independently, then share their ideas with a partner, then share their ideas with the whole class). Ensure the discussion of these ads includes an analysis of demographics and how the ads appeal to the interests and desires of these particular groups of consumers.

After you have confidence in their understanding of the AIDA formula, assign the students the following project:

“Alone or with others, you will create a full sized print ad for a product that you will MARKET TO TEENAGERS.

You MUST choose a product that has not traditionally been marketed to teens (lawnmowers, body itch powder, household products, insurance . . .) but the ad MUST appeal to teenagers.

A full-paged ad is considered 8.5 x 11; however, you can enlarge your ad to a poster size. On the back of your advertisement, write a short paragraph explaining how and why this ad will appeal to teenagers.
Your product must be original with a brand name, a logo, and a slogan.

The ad must include text and picture. Also add colours for your product, the background, and the text.

The students will need the rest of the period, and possible another class to complete the project. Once completed, the students (alone or in groups) will present their advertisement using the AIDA formula to justify the contents and argue its effectiveness.

A rubric is provided to evaluate the presentations.

Closure:

In class, we have discussed that advertisements not only sell products but that they also sell lifestyles and images. We also discussed that they prey on human “motives” – convincing the audience that they will be more attractive, popular, etc. by owning this product.

For the last few minutes of class, have the students journal, responding to the following questions:

a) Considering that leading corporations are willing to spend $2.5 million for a 30-second advertisement, they must believe that ads influence the public. How do you think advertisements influence you?

b) Advertisers must convince the public that not only would they want a product, but that they may even NEED the product. What are people’s needs? Is there any difference depending on demographics?

c) Now that PVRs/TVOs are available, what will be the next phase of advertising?

Differentiation:

Use of multiple intelligences as students will use:

1) Logical/Mathematical (students analyze, deduce)

2) Verbal-Linguistic (students articulate, detail, compose, embellish)

3) Interpersonal (students confer, interact)

4) Visual-Spatial (students conceptualize, image, picture, represent)

5) Intrapersonal (students reflect, meditate, wonder, ponder)