

The message and emotion behind the media

Lesson 4



Understand that the media industry has to follow a set of rules, and be able to explain why they are necessary

Lesson Objective

The children should be able to understand that the media industry has to follow a set of rules, and be able to explain why the rules are necessary.

Learning Outcome

- Describe why rules are necessary.
- Outline some of the rules of the media industry.
- Examine advertisements to discern whether they are following the rules or not.

Teacher's Notes

Like all industries, the advertising & media industry has rules that have to be followed. Here we look at these rules and consider why they're needed and if they're effective.

Resources

- Activity 4.1

Methodology

- Talk and discussion: Connecting feelings to things we see; Advertising and Emotion
- Collaborative learning: What do you feel?; What is the advert trying to do?
- Skills through content: *The Message and Emotion Behind the Media* video; advertisements on MediaWise

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Procedure

Step 1: A school with no rules

Tell the children that you're going to tell them a story about a school with no rules.

A School With No Rules

Tommy arrived at school at his usual time. His Mam dropped him off at the gates, made sure that he had his lunch and sent him on his way. As he walked into the school, he noticed that Mr Murphy wasn't at the gate saying "Hello" to everyone. Mr Murphy is the principal of the school, who always stays at the gate in the morning to make sure that everyone arrives carefully and walks up the driveway extra carefully. As Tommy went into his classroom he noticed that Mrs Cullen was sitting in her chair playing on the phone with her feet up on her table. This was very unlike Mrs Cullen who usually stood at the door smiling and welcomed everyone.

As Tommy went to his seat he noticed that none of the other children were sitting down. All of the children had taken out the board games and were playing with them. One of the children was sitting at the teacher's computer singing karaoke songs at the top of her voice. Tommy's friend Bill, arrived late. Mrs Cullen didn't say anything. Bill walked over to Tommy "What's going on here today?" he asked. Bill told him that Mr Murphy had decided that the school was no longer going to have rules. He took the rule book and threw it in the bin and told everyone that they could do whatever they wanted to do. Bill thought that this was a great idea. As the day went on, the boys went out to play whenever they wanted. They went into the field for a run. They had lunch whenever they felt hungry.

In the afternoon they normally did some PE but Mrs Collins said that there was no PE or art this week, as she'd decided not to bother. Tommy was very disappointed as he really enjoyed PE. Mrs Cullen wandered in and out of the classroom but she didn't teach them anything all day. In fact Tommy didn't remember learning anything at all that day. At about 3 o'clock, Tommy's Mum came into the school looking for him: "Where have you been? I've been waiting for you outside Tommy." Tommy was confused. He had gone all day with no one to tell the class when to go home. Tommy's mum drove home. "Well how was your day?" she asked. Tommy wasn't sure. He liked being able to do what he wanted but he wasn't sure he'd like to do it every day. Tommy wanted to be a scientist when he grew up. He knew that scientists needed to work really hard in school so they could go to college and become scientists. He didn't know if he was going to learn very much in a school with no rules.

- Ask the children, what would be the advantages of a school without rules?
- What would be the disadvantages of a school without rules?

They might suggest that they wouldn't learn, they wouldn't do any lessons, even the ones that they really enjoyed. No one would ensure the school was clean and safe.

Step 2: Write your own Rules

- Ask the children to create their own set of rules for school.
 - Ask them to think carefully and be creative. They can work in pairs, groups or teams and present the rules to the class.
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Procedure continued

Step 3: Rules in the Outside World

Here are the rules that the media industry must follow.

General guidelines

1. Ads should treat everyone equally.
2. Ads should not exaggerate, mislead or deceive.

Ads should be clear and truthful

1. Ads should clearly say what parts are included in a product and make it clear if some parts cost extra.
2. Ads should not use language or special effects that make the product or service they're selling look better than it is in real life.
3. Ads for toys should not compare a previous version with a new 'improved' version, even if it's true.
4. On-screen messages or small print should be read out loud so that young children can understand them.
5. Ads that refer to 'free gifts' or offers must make all the terms and conditions clear.
6. There should be a clear difference between an ad and the content of a programme, they shouldn't look like the same thing.
7. Characters or people from childrens' programmes should not be used to promote products or services.

Ads should not make a child feel bad or have negative feelings.

1. Ads should not upset children.
2. Ads should not play on fear.
3. Ads should not make children feel that they or their family will be better than everyone else if they have this product, or that they will be laughed at or made to feel stupid if they don't have it.
4. The ad should not make them feel that they will have more friends if they have this product.
5. If ads show adults pretending to be children in an ad for children, it should not be offensive to the dignity of children.

Ads should not promote an unhealthy diet or lifestyle

1. Ads should not encourage an unhealthy lifestyle or eating too much.
2. Ads showing mealtimes should make it clear whether a food product is part of a balanced diet.
3. Ads should make it clear about the nutritional value of a product and not try to mislead. They must not imply that particular foods can be eaten instead of fruit and/or vegetables.
4. Ads for food that is high in sugar and fat should not be shown during children's programmes.
5. Ads for food that is high in sugar and fat should not include cartoons or popular characters from a film.
6. Ads for food that is high in sugar and fat should not include nutritional claims.
7. Ads for food that is high in sugar and fat should not include promotional offers.
8. All ads for fast food products should say: 'should be eaten in moderation and as part of a balanced diet.'
9. All ads for sweets should say: 'snacking on sugary foods and drinks can damage teeth.'
10. Celebrities should not be used to promote food or drink products unless it's an ad for healthy eating.

Step 4

- Remind the children that they watched some advertisements from the MediaWise resource during a previous lesson, and discussed the message the advertisement was trying to convey.
- Explain that you are going to watch the advertisements again. Ask if these advertisements followed the rules of the media industry.
- Activity 4.1 shows two advertisements that break the rules. Ask the children to identify why the advertisements break the rules.
- Review your answers as a class and compare your results.
- If children have different results, ask them to explain why they chose each answer.

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Activity 4.1
How does the ChocMax ad break the rules for advertising to children?

Enjoy Bobby Bear's favourite treat...
Chocomax

You could win tickets to his new film:
"My Adventure in Chocoland"
See pack for details.

Chocomax
My Adventure in Chocoland

Name: _____ Date: _____

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Activity 4.1
How does the ActiveAid ad break the rules for advertising to children?

Be a winner with
ActiveAid
Sports Drink

It's the sports drink that makes you:

- Run faster
- Jump higher
- Be stronger!

Chocomax has the best flavour!

Drink ActiveAid to win every race

Name: _____ Date: _____

Activity 4.1