

Lesson 1



Overview

The children should be able to recognise that the media including advertising is everywhere and understand that advertisers pay to communicate their message as they are trying to 'sell' something.

Learning Intentions

Language and Literacy: Talking and Listening

- Participate in group and class discussions for a variety of curricular purposes.

Language and Literacy: Reading

- Begin to be aware of how different media present information, ideas and events in different ways.

PD&MU: Strand 2 – Mutual Understanding in the Local and Wider Community

- Examining the role of advertising at a local and or global level
 - Exploring how the media present information.
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Thinking Skills and Personal Capabilities

Managing Information

- Record information in a variety of formats.
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Teacher's Notes

Media is what we call the various forms of communication that carry a message. This includes things that you might be aware of like magazines, television, radio and websites. It also includes less obvious things, like text messages, sponsorship and even branded logos on clothes. As we are constantly surrounded by media, we may not even notice that we're consuming all these messages. Explore advertising further in terms of what it's meant to do, which is one of four things:

- Tell us something we need to know
 - Persuade us to buy a product
 - Persuade us to change our behaviour
 - Put forward a point of view.
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Resources

- **Video:** What is the Media?
 - **Activity 1.1 :** What is the Media?
 - **Activity 1.2 :** What is the Media?
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Introduction

What is the Media? Video

- Play the **What is the Media?** video from the MediaWise website, www.MediaWiseNI.com
- After the video, explain that the media is the name we give to many forms of communication that carry a message.
- Ask the children if they can remember any of the media they saw in the video.
- Explain that this can include things you might be aware of like magazines, television, radio and websites. It also includes things, like text messages, logos on clothes, cereal boxes, snack machines and apps on our tablets.
- Tell the children that we hear and see information from the media every day.
- Explain to the children that they will continue to learn about the media, but in the mean time they should keep an eye and ear out for any messages that they see and hear.
- Remind the children that all these different ways of getting messages are called – the media.

Video



Development

1. What is meant by the Media?

- Explain that there are lots of different types of media
- Using **Activity 1.1** look at the list of media on one side. On the other side there is a list of definitions for media types. The media and definitions are mixed up
- On **Activity 1.1** the children can connect the media with the definition, or they can cut out each media and each definition and stick them together on a separate sheet.
- The answers are:
 - This is made from paper and you can read the news from it.
Answer: Newspaper.
 - You might have one of these in your sitting room or kitchen, it shows images and sounds and you can watch lots of different television shows on it.
Answer: Television.
 - This can sit on your lap and you can play games on it and surf the internet.
Answer: Laptop.
 - People make phone calls on this, but it can also be used to surf the internet or play games.
Answer: Mobile telephone
 - This is bigger than a mobile phone but can also be used to surf the internet or play games on it.
Answer: Tablet.
 - This is made from paper and is very colourful, you can read stories and look at pictures in this.
Answer: A comic.
 - These are on notice boards around your town or city. They encourage you to buy or use something like a drink, food or service.
Answer: A poster.

Activity 1.1



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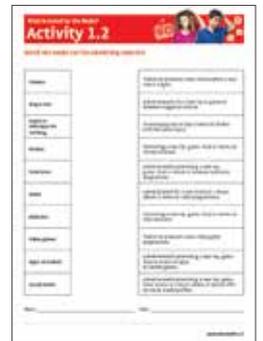


Development Continued

2. Match the Media Game

- Explain that each form of media has a purpose.
- They are going to look at some different types of media and the messages that we get from them.
- The teacher could cut up **Activity 1.2** and read through each form of media and then read through the list of objectives of media.
- Give the different media to some children and the objectives of the media to other children.
- The children must move around the room and find the person with the objective of their media form.
- Once the media and the objective have been united, the teams can explain the media and its objective.
- The children may connect the following media and definitions:
 - Cinema – Trailers to promote a new movie
 - Magazines – Advertisements for a new toy or game
 - Logos or messages on clothing – Encouraging you to buy a brand of clothes with the same brand
 - Posters – Promoting a new toy, game, food or movie
 - Television – Advertisements promoting a new toy, game, food or movie
 - Radio – Advertisement for a new movie or an music album
 - Websites – Promoting a new toy, game, food or movie
 - Video games – Trailers to promote a new video game
 - Apps on tablets – Advertisements promoting a new toy, game, food or movie
 - Social media – Advertisements promoting a new toy, game, movie or a music album, special offer on food.

Activity 1.2



Learning Intention

- Participate in group and class discussions for a variety of curricular purposes (Language and Literacy).

Development of Learning Intention

- Ensure that children are using precise, technical words at all times – focus on the key vocabulary of the Media, including cinema, magazines, posters etc.
- Precise language should be used throughout the lesson when discussing forms of Media and the features of various forms of the Media.

3. Which type of media is best?

- Ask the children to give examples of foods, clothes, games, books, toys and technology that companies might want us to buy.
- Ask the children if they have ever heard or seen any of the products they listed advertised on the television, radio, internet, social media, in magazines, comics or on posters? Which form of advertising would be best for each product? Could more than one form of media be used?

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Development Continued

4. Extension Activity – this would allow links to be made with Language and Literacy and would require a further lesson.

- Ask the children to create an advertisement for one of the products they thought of today.
- Once they have chosen their products from the range of food, clothes, games, books, toys and technology they looked at, they can choose the form of advertisement they'd like to create for:
 - Television
 - Radio
 - Internet
 - Social media
 - Magazines
 - Comics
 - Posters.

Learning Intention

- Begin to be aware of how different media present information, ideas and events in different ways (Language and Literacy).
- Exploring how the media present information (PD&MU).

Development of Learning Intention

- For this activity, the children need to understand that advertisements vary depending on the platform. An example of each form of advertisement should be discussed and the similarities and differences highlighted. The teacher should also model some examples for the class.

And/or

Learning Intention

- Record information in a variety of formats (TS&PC).

Development of Learning Intention

- Use Thinking Cards Set 2 – 2.09 Presenting Your Information to Others to allow the children to plan how to present their advertisement in their chosen Media platform.

http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp

- The children who wish to create the different media forms can team up or work in pairs on their advertisement.
- The children can choose to write a short script or act out their advertisements for television or radio, internet and social media.
- The children can choose to draw a picture with some words to advertise on social media, magazines, comics or posters.
- After they have completed the activity ask the children to share their work with the class.
- The children who created advertisements for television or radio, internet and social media can act out their advertisement. The teacher could choose to film the result on a tablet.
- The children can choose to draw a picture with some words to advertise on social media, magazines, comics or posters that can display their work in the classroom.

Plenary

1. Where to Advertise?

- Explain that the companies who want us to buy and use their products (food, clothes, games, books, toys and technology) and pay for the media (magazines, television shows, tablet apps and websites) to tell us about their new products. This is called advertising.
- Explain to the children that advertising isn't free. In fact it is very expensive.

2. Recap the chosen Learning Intention(s) and ensure the success criteria have been achieved.