

Lesson 2



Overview

The children should be able to identify different types of the media and recognise the different media they encounter on a regular basis. The children should be able to name some advertising and recognise that advertising is everywhere. The children should be able to associate advertising with persuasion and identify some media that is trying to 'tell' us something. They should identify some media that is trying to 'sell' something.

Learning Intentions

Language and Literacy: Talking and Listening

- Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.

Language and Literacy: Reading

- Research and manage information relevant to specific purposes, using traditional and digital sources, and present their findings in a variety of ways.
- Begin to use evidence from text to support their views.

Thinking Skills and Personal Capabilities

Managing Information

- Use their own and others' ideas to identify, locate and select various sources of information.
- Record information in a variety of formats.
- Begin to identify audience and purpose when communicating.

Being Creative

- Experiment and investigate real life issues.

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. Companies can also pay the media to communicate their message about a particular product or brand. Communicating messages in the media in this way is called advertising and the average person sees about **1,500** advertisements per day.

Advertising tries to do 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.

Resources

- **Video:** What is the Media?
- **Activity 2.1:** Design a Poster
- **Activity 2.2:** How well did I do?

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Introduction

What is the Media? Video

- Tell the children that they are going to watch a short video about messages.
- Play the **What is the Media?** video from the the MediaWise website, www.MediaWiseNI.com
- When the video reaches “Can you think of any media that you saw this week?” pause the video to allow the children to answer.
- Pause the video on each example and ask the children if they have seen any of the examples.
- After the video, ask the children if they can remember any of the media or advertisements they saw in the video.
- Explain to the children that they will continue to learn about the media and advertisements, but in the mean time they should keep an eye and ear out for any messages that they see and hear.

Video



Development

1. Persuade The Teacher

Ask the children how they would send a message to someone:

- Explain to the children, that you can give them **5 minutes** of extra PE or Art or other favourable activity if they can persuade you that it's a good idea.
- Explain that persuading, is convincing someone to do something.
- Ask the children to come up with some reasons why they should get **5 minutes** extra of a favourable activity.
- The children can work in pairs, in groups or as whole class.
- Ask one child from each pair or group to speak, and offer their reasons why there should be the extra **5 minutes** of a favourable activity.
- After all the reasons have been given, decide that the children deserve an extra **5 minutes** as they have persuaded you.

Learning Intention

- Generate as many ideas and options as possible, building and combining ideas (TS&PC).

Development of Learning Intention

- Select from or combine elements of the following activities:
 - One Point of View (CCEA, Active Teaching and Learning, page 55).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Post It Collection (CCEA, Active Teaching and Learning, page 58).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Card Ranking (CCEA, Active Teaching and Learning, page 11).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Thinking Cards Set 1 : 1 . 19 Putting Things in Order (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp

And/or

Learning Intention

- Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.
- Present ideas and information with some structure and sequence (Language and Literacy).
- Begin to identify audience and purpose when communicating (TS&PC).

Development of Learning Intention

- Thinking Cards Set 1 : 1.28 Were your ideas clear? (CCEA).
 - Use this card when the children are practicing their short persuasion speech with their partners to evaluate and improve their ideas, information and language.
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp

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Development Continued

2. Story Time

- Ask the children if they have ever persuaded someone before.
- Allow them to give examples of other times they have persuaded people.
- Tell the children a story about someone who was persuaded.

Tom Hates the Circus

All the children in Tom's class were very excited. The Circus was coming to town. Maria loved the circus, she was looking forward to seeing all the animals. Harry liked looking at the clowns falling and tripping and making a mess. Jenny liked the Ringmaster and the big booming voice that explained what was happening next. Alex really enjoyed going with her family to the huge tent where the circus was held. Tom was not excited. Tom didn't like the circus. He thought it was boring and silly. The other children decided that they would persuade Tom that the circus was awesome. Maria went first, she said: "The lions are so scary and the monkeys make me laugh. There is even an elephant that does amazing tricks". Next Harry explained: "The clowns are so funny and I laugh so hard that I think I'll burst. One day I hope to be a clown just like them". Jenny used her best Ringmaster voice. "Welcome to the circus, to the most wonderful show you'll see this year. Roll up, roll up and be amazed". Alex went last, and tried extra hard to persuade Tom to like the circus: "The tent is so big you can see it from my house. There are so many animals there, that they use the biggest field in the town to fit it. It's the best thing you'll see in town this year". They all looked at Tom. He looked back at them and began to smile. "It sounds great," said Tom. "You've persuaded me to go to the circus". That night Tom went to the circus and he loved it.

- Ask the children:
 - What happened in the story?
 - What happened at the start? Did Tom like the circus?
 - What happened during the story to change his mind?
 - Why do you think Tom changed his mind by the end of the story?

The children might suggest that the other children persuaded Tom to go to the circus by convincing him that we would enjoy it.

Learning Intention

- Participate in modelled, shared, paired and guided reading activities.
- Use a range of comprehension skills, both oral and written, to interpret and discuss texts.
- Express opinions and give reasons based on what they have read (Language and Literacy).

Development of Learning Intention

- Use question starters from Blooms Taxonomy to further develop this text as a shared/guided reading opportunity (see Lesson 1 for detailed question starters).

- Explain:
 - The media tries to do 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.
 - That some advertising is trying to 'sell' something.

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Development Continued

3. Come to the Circus Poster

- The children should have the opportunity to draw a poster advertisement for the circus to persuade Tom to go to the circus. The poster should include all the amazing things that he would see.
- Discuss what they could include in the poster advertisement to encourage Tom to go to the circus?
The children may suggest scary lions, funny monkeys, amazing elephants, hilarious clowns, a Ringmaster with a big booming voice, and a huge tent.

Learning Intention

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

Development of Learning Intention

- Use Thinking Cards Set 1 - 1.10 Presenting Information to allow the children to explain why a poster may be the most effective way of recording the information. Allow the children to suggest other ways in which the information could be recorded effectively. http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp
- Add these suggestions to the running list of all the suggestions for presenting information on an Interactive Whiteboard or flipchart (started in Lesson 1).

- Using **Activity 2.1** allow the children to design a poster advertisement to persuade Tom, and other people, to go to the circus.
- When the children have completed the activity, allow time for the children to share their work with the class and explain why they chose those images to persuade Tom and other people to go to the circus.

NB: This activity could be significantly extended in the cross curricular area of Using ICT using the Cross-Curricular task 'Art Club' at Level 2 (CCEA). Whilst this task is written as an assessment task, it can also be used very successfully in the teaching and learning of key skills in UICT. https://www.rewardinglearning.org.uk/task_exemplification_library/

Plenary

1. Use **Activity 2.2**, 'How well did I do?' to allow children to evaluate their own responses to **Activity 2.1**.
2. Recap the chosen Learning Intention(s) and ensure the success criteria have been achieved.

Activity 2.1



Activity 2.2

