



Overview

Understand what an assumption is. Recognise the assumptions made in some toy advertising and name a few other assumptions made in the media.

Learning Intentions

Language and Literacy: Talking and Listening

- Participate in talking and listening in every area of learning.
- Tell their own stories based on personal experiences and imagination.
- Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.

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

- Appreciating ways we are similar and different, for example, age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.

Thinking Skills and Personal Capabilities

Being Creative

- Experiment and investigate real life issues.

Working with Others

- Show fairness to others.

Teacher's Notes

Media is created to communicate a particular message to a particular audience. Media creators do a lot of research into what appeals to the different audiences, what the group will look like and how it will behave. It makes assumptions that may be realistic or may not be. An assumption is something that is accepted as true, without any proof.

Resources

- **Interactive Activity:** Toys for You
- **Activity 5.1:** Draw an Advert
- **Video:** Who is the Target?



Introduction

Assumptions

- Explain to the children that an assumption is something that is accepted as true, without any proof.
- Tell the children that you will give them some examples of assumptions:
 - The school will be open every school day
 - We will do some reading and writing every day
 - We will eat something at lunchtime
 - We will play at play time
 - We will go home when school is finished.

Ask the children if they can think of any other assumptions that they might make.

Development

1. Assumptions in Advertising

- Explain:
 - Advertisers make assumptions regarding the people who watch their advertisements
 - Advertisers make assumptions about the different toys that boys and girls might like
 - Advertisers assume that all boys play with the same types of toys and girls all play with the same types of toys.
- Ask the children:
 - Do all boys play with the same toys?
 - Do all girls play with the same toys?

Learning Intention

- Tell their own stories based on personal experiences and imagination.
- Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities (Language and Literacy).

Development of Learning Intention

- Allow a period of time for the children to share their responses to the explanation and questions – scaffolding and modelling from the teacher may be necessary in order to deepen the children's responses.

And/or

Learning Intention

- Appreciate ways we are similar and different, for example, age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work (PD&MU).
- Show fairness to others (TS&PC).

Development of Learning Intention

- Select from or combine elements of the following activities:
 - People Bingo (CCEA, Active Teaching and Learning, page 56). http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - When the Wind Blows (CCEA, Active Teaching and Learning, page 77). http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf

And/or

- Select from or combine elements of the following activity packs or individual activities from Living, Learning Together (CCEA):
 - 'Getting to Know Me' – Activity 4 (Year 3). http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year3.asp
 - 'Families' – Activity 3 (Year 3). http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year3.asp
 - 'Living with Difference' (Year 3). http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year3.asp
 - 'I am... You are... We can...' (Year 4). http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year4.asp



Development Continued

1. Assumptions in Advertising (continued)

- Play the **Toys for You** interactive activity from the MediaWise website, www.MediaWiseNI.com
- Show the examples of the toys advertisements.
- Ask the following questions for each advertisement:
 - What age do you think the child in the advertisement is?
 - Who do you think the product in the advertisement is targeted at?
 - Do you think the product appeals to that audience?
 - Is this advertisement targeted at boys or girls? How do you know?
 - Do you like the toy in the advertisement? If not, why not?
 - Do you think the children in the advertisement would really use/want that product?

Interactive Activity



Learning Intention

- Participate in talking and listening in every area of learning (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 features of advertising, including product, logo, brand name, images, colours etc.
- Precise language should be used throughout the lesson when discussing features of advertising (see Lesson 4 for a full list of key vocabulary).

2. The Logic Behind Advertisements

- Explain:
 - Advertisers often put older children in adverts, playing with toys for younger children. This encourages the younger children to think the toys are 'cooler'
 - Advertisers put boys in adverts playing with toys, if they assume boys should like the toy. Advertisers think this encourages boys to want to play with the toy
 - Similarly, advertisers put girls in adverts playing with toys, if they assume girls should like the toy. Advertisers think this encourages girls to want to play with the toy
 - Boys can play with any toys they like, and girls can play with any toys they like. Everyone has their own opinion on what they like.
- Ask the children what an alternative advertisement for that product could look like – could they include younger children, or boys or girls playing together?
- Using **Activity 5.1** the children can draw an advert with the real children who might play with the toy.
- After they have completed the activity ask the children to share their work with the class and explain why they chose those children to play with the toys.

Activity 5.1





Development Continued

3. Who is the Target? Video

- Watch **Who is the Target?** video from the MediaWise website, www.MediaWiseNI.com
- When the video reaches “It makes assumptions that may be realistic, or may not” pause the video to ask the children to remind you what an assumption is.
- Ask the children to give an example of an assumption.

Video



Plenary

1. After the video, ask the children what we learned about assumptions made by the media or advertisements.

- Explain:
 - The assumptions made by advertisers can often be wrong, and that each child can decide what toys they’d like to play with.

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