

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Interdisciplinary	Cognitive Skill Level - Analysis/Evaluation	Lesson Number - 12
<p>Activity Title - Advertising Gimmicks - Critical Thinking Required</p> <p>Goal/Objective</p> <p>To identify reasons why advertising works and evaluate reasons for its success.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Introduce the lesson with a short quiz of often-heard advertising slogans. Have students identify the different products. Examples are included on the Handout - Common Advertising Slogans.</p> <p>Activity</p> <p>Discuss the different tricks that advertisers use to catch and keep an audience. Have students brainstorm types of gimmicks. (Sample gimmicks are found in the Handout - Nine Categories Advertising Gimmicks and Common Tricks.)</p> <p>After students have identified a list of tricks, have them form groups of four students. Give students magazines and newspapers. Students should find and cut out at least two examples of each gimmick on the list. Next, have them view commercials videotaped from prime-time television programs. Have the students identify the particular psychological persuasion used.</p> <p>Debriefing/Evaluation Activity</p> <p>As a review of the lesson, have each group of students write a commercial. The class may wish to “perform” their creation and have it videotaped. Have the students analyze the techniques each group used. This lesson on the effects of large-scale advertising should make students aware of the role that critical thinking plays in their individual lives. Advertising works by making the consumer accept as truth those things that have been implied or suggested.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout - Common Advertising Slogans and Nine Categories of Advertising Gimmicks and Tricks • Chart paper/board and markers • Paper and pencils • Newspapers and magazines • Videotapes of commercials
		<p>Extension Activity</p> <p>Have students locate different advertisements for a food product, such as a cola drink or a particular brand of crackers. Purchase the different items and have students do a taste test of the products. Have them compare their impressions of the product with what the advertisements stated about the product.</p>
		<p>ESE/ESOL Accommodations</p> <p>Have students locate commercials that support a limited number of gimmicks or tricks.</p> <p>Provide students with additional practice in identifying the different persuasive techniques.</p> <p>Use commonly used products for students to assess.</p>
<p>Real-Life Connection</p> <p>Have students identify products that they purchased based on the persuasive qualities of the advertisement. How did the student feel after buying the product? Did the product “live up” to the commercial? Why or why not? What did the student learn from the experience?</p>		

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Activity Title - Advertising Gimmicks—Critical Thinking Required		
Introduction		
<i>Ask:</i> What are some of your favorite slogans on television? <i>Say:</i> Let's see how well you can identify the following common slogans for well-known products.		
You may wish to develop your own list of slogans or use the examples that are included in the Handout - Common Advertising Slogans .		
Main Activity		
<i>Say:</i> Simple exposure to the psychological “hooks” present in advertising can make us want to purchase what we see. Think of small children who see the latest toy advertised on television and in the flyers that come in the newspaper. Of course, they just have to have the toy - not because they really want it or need it, but because advertising makes them feel that everyone else has one and so they need one too.		
<i>Ask:</i> What are some of the different gimmicks or tricks that marketers use to catch and keep an audience? What is it that they do that makes you want to buy their product?		
Have students brainstorm types of gimmicks and write their ideas on the board. (Sample gimmicks are found in the Handout - Nine Categories Advertising Gimmicks and Common Tricks .)		
<i>Say:</i> Now that you have identified advertising gimmicks, it is time to see whether you can find examples of each of these persuasive techniques. Form a group of about four people. Each of your groups will have magazines and newspapers to use. Your task is to find at least two examples of each gimmick that we have discussed. Cut out your examples so that you can share them with the class.		
<i>Say:</i> Now that you can identify advertising gimmicks when it is in writing or pictures, let's see if you can also identify each gimmick that is used on television.		
Have commercials videotaped from prime-time television programs. <i>Ask:</i> What particular psychological persuasion was used in each of the commercials?		
Debriefing/Evaluation Activity		
<i>Say:</i> Now it is your turn to be persuasive. In your groups, write a commercial. After you have written the commercial, practice how you will perform your “creation” in front of the class. We will videotape all of the different commercials so that we can analyze the different techniques that each group used.		
<i>Ask:</i> Has this lessons made you more aware of the role that critical thinking plays in your life?		
Follow-up Lessons/Activities		
Have students identify products that they purchased based on the persuasive qualities of the advertisement. How did the student feel after buying the product? Did the product “live up” to the commercial? Why or why not? What did the student learn from the experience.?		

**GED 2002 Teachers' Handbook of Lesson Plans
Cross-Curriculum Lesson 12 Handout**

Advertising Slogans

- 1. Oh, what a feeling!**
- 2. Where's the beef?**
- 3. Kills roaches dead.**
- 4. The choice of the new generation.**
- 5. The Breakfast of Champions.**
- 6. Reach out and touch someone.**
- 7. Don't leave home without it.**
- 8. The cheese that goes crunch.**
- 9. Snap! Crackle! Pop!**
- 10. The Uncola**

Nine Categories of Advertising Gimmicks and Tricks

- 1. Sex Appeal:** The use of sex to sell a product.
- 2. Snob Appeal:** The consumer will join the ranks of the elite by using the product.
- 3. Appeal to Tradition:** The manufacturer says to the consumer, "We have made the best product for over one hundred years." Experience is the key.
- 4. Appeal to Authority:** This selling device depends on a spokesperson, a television star, a well-known athlete, or a public figure to endorse the item. Use of the product will make the consumer as wealthy, famous, talented, or beautiful as the spokesperson.
- 5. Outright Propaganda:** If the consumer does not buy this product, he or she will become a social outcast.
- 6. Plain Folks:** Reverse snob appeal applies here. "Common, normal people like us believe in plain, good-quality items. None of this fancy stuff."
- 7. Something for Nothing or More for Less:** This gimmick suggests a product is of better quality than its higher-priced competitors.
- 8. Appeal to Excellence:** This gimmick closely relates to snob appeal. "Only the best is good enough for me."
- 9. Everyone Else Has One:** This technique is effective with most of us who don't want to stand out by being different.