

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Synthesis	Correlation to Framework - 01.05	Lesson Number - 14
<p>Activity Title - The “Ad” Survey—What Makes a Print Ad Convincing?</p> <p>Goal/Objective</p> <p>To develop opinions from a variety of materials and to recognize and analyze bias, propaganda and stereotypes.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Students are exposed to many different types of print and multi-media advertisements everyday. This lesson will provide students with strategies to evaluate the effectiveness of those advertisements.</p> <p>Activity</p> <p>This activity has been designed to help students develop critical thinking skills that will assist them on the GED Tests as well as in real life. Students must answer the question, “What makes an advertisement effective?” Students will review a variety of print advertisements and as a group brainstorm ideas about makes them effective. Divide the class into teams of 4. Give each team 4 advertisements and have them use the handout to generate ideas and make specific notes. When each team finishes with their advertisements they should pass them on to the next group—continue until all groups have reviewed the ads.</p> <p>Debriefing/Evaluation Activity</p> <p>As a group discuss the results of the students’ review of the advertisements. Have each team identify the ad they found most effective and why. Have each student present his/her own ad to the rest of the class. Have the students critique the ads for their level of effectiveness.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout—Advertisement Survey • Handout— Sell Your Product • 30-40 print advertisements from newspapers and magazines • Chart paper and multi-color markers for designing ads • Paper and pencils • Prizes for winners if desired
			<p>Extension Activity</p> <p>Have each student complete the Sell Your Product worksheet and design their own advertisement for a product, service, etc. Have the students present their ads to the rest of the class. Vote for the most effective, most humorous, most creative, etc.</p>
<p>Real-Life Connection</p> <p>Evaluate some classified ads found in the local newspaper to identify the most effective ads for promoting things such as:</p> <ul style="list-style-type: none"> • Car for sale • Yard Sale, • House for Sale • Service <p>This activity will help students design their own ads should they need to sell some item or service in the future.</p>			<p>ESE/ESOL Accommodations</p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a dictionary.</p> <p>Provide a peer helper for those students who need help.</p>

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Activity Title—The “Ad” Survey—What Makes Print Ad Convincing?

Introduction

Say: You are bombarded everyday by companies and people trying to sell you products or services. Sometimes those ads can be very persuasive, even though they may not be able to deliver all that they state. Because you and your family members are so exposed to advertisements, a very useful skill is knowing how to evaluate those ads.

Main Activity

Say: This activity has been designed to help you develop critical thinking skills that will help you on the GED Tests as well as in real life. Working together in teams of 4, you will have an opportunity to evaluate a number of print advertisements. As a group you will look at the words used in the ads, the colors chosen, the layout and slogans that are used. As a team you will complete the Advertisement Survey and determine which of the ads you review are most effective and why. When each team finishes with their first group of advertisements, pass them on to the next group—until every team has had a chance to review all of the ads.

Say: When everyone has had a chance to review all of the ads, each team will nominate the ad they found to be most effective. As a group we will discuss why you made this decision and see if the other teams agree. When we finish today—we will decide on the most effective of all of the ads you have reviewed.

Say: As you review the ads, keep in mind the characteristics that you found appealing and made an ad effective. As an extension to this activity you will have an opportunity to develop and present your own ad to the class.

Debriefing/Evaluation Activity

As a group discuss the results of the students' review of the advertisements. Have each team identify the ad they found most effective and why. Have each student present his/her own ad to the rest of the class. Have the students critique the ads for their level of effectiveness.

Sell Your Product

1. Use the notes from the “**Ad Survey**” to remind you of the different types of effective advertisements. Identify a product, book or service that you would like to sell.

2. Decide how you want to "sell" your product, book, service, etc. You may want to use one of the following to help “sell” your product or service:
 - a. a famous person
 - b. Quotes about the product
 - c. A catchy phrase?
 - d. Colorful drawings

3. Create a **VISUAL** advertisement for your product, book, service, etc. If you decide to promote book include the title and author. Be creative with this: cut, paste, color, draw, etc.

4. Finally, write a 60-second audio advertisement on an index card to go along with your print advertisement. This should tell the audience the title of your product, book, or service and convince them that they want to buy whatever you are selling.