

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Analysis	Correlation to Framework - 02.06	Lesson Number - 13
<p>Activity Title - Pros and Cons of Advertising</p> <p>Goal/Objective</p> <p>To compare and contrast major assumptions about advertisements.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>People everyday come into contact with the media - newspapers, radio, billboards, magazines, television and even computers. In today's society, each individual has the responsibility to be able to analyze ads with which he/she comes into contact. Our economic system is based on the selling and trading of goods. Selling goods often is dependent on positive marketing or advertising.</p> <p>Activity</p> <p>Have 3 commercials taped from television on a VHS tape. Have the students watch the tape. After the commercials are viewed, divide the class into three groups. Assign a commercial to each group. Have the groups compare and contrast the assigned commercial with the other two commercials.</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students discuss television advertisements and the effects that they have on their own lives. Discuss the need for the students to be aware that companies are trying to sell their products and may resort to unfair ways to do so.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • TV/VCR • Video tapes of commercials • Paper, pencils, chart paper, markers
			<p>Extension Activity</p> <p>Have students search the Internet web sites for automobiles, computers, cereals, etc. to find advertisements. Have these ads printed. Discuss in small groups how the ads are alike and different. Decide which one of the ads would help the student decide which brand product would be the one to buy and why.</p>
<p>Real-Life Connection</p> <p>Provide a writing experience for the student so that he/she may explain how watching different commercials on one product can either help or confuse him/her when trying to decide which one to buy.</p>			<p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Partner the students who need help with another student to do a compare and contrast of ads together. • Allow students to complete activities in writing or orally.

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - Pros and Cons of Advertising

Introduction

Ask: How many of you have watched a commercial for shampoo? Cars? Computers? Answers should conclude that there are many different kinds of these items. *Ask:* How do we know which shampoo is the best one to buy? This discussion should lead into knowing the fact statements and the misleading statements that are put into advertising.

Main Activity

Say: We are going to look at some television commercials. In small groups we compare and contrast the three to see what is the same and what is different about them. First watch the television commercials. *Say:* Now we are going to break up into small groups and write our observations about the commercials. Then break up the class into 3 smaller groups. Have the students list on chart paper their likes and dislikes of the three commercials. *Say:* Please present your group's results to the class.

Closure/Conclusion

Ask: How will being able to determine how commercials are alike and different affect the way you buy products from now on? Discuss how being able to compare and contrast things is important throughout life.

Follow-Up Lessons/Activities

Ask: How many people have just bought or are thinking about buying a car? *Ask:* What had you wished you had known before you bought the car? Would have comparing and contrasting ads have changed your mind on your choice of car before you purchased it? Discuss that our economic system is built on people being able to sell their product and one way to increase sales is through positive advertising.