

Field Experience II -Consumerism Unit

Date	April 9th, 2019	Lesson Title	Understanding Advertising	Grade Level	9
Time in Lesson	60 minutes	Subject	Social Studies	Lesson #	3 of 7
Developed by	Ryan Palmer				

IDENTIFY DESIRED RESULTS

Objectives / Enduring Understanding	
Students will gain an understanding of the techniques employed in the advertisements they consume every day, and of the mechanisms by which they see the ads that they do. Students will begin to critically assess the media they consume, as well of the benefits and costs of such consumption.	
Learner Outcomes from Program of Studies	Plan for Differentiation / Inclusion
9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues: • What are the indicators of quality of life? (PADM, ER) • How does individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER) • How does marketing impact consumerism? (ER) • How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER) • How is consumerism used as a power of a collective (e.g., boycotts)? (ER, PADM, C)	Multiple Modes of Engagement: -Print and video advertisements in a variety of subject areas to provide affective “hook” Multiple Modes of Representation: -Verbal explanation of techniques coupled with video examples Multiple Modes of Expression/Action: -Chapter Worksheet -In-Class answers to teacher questions -Summative Assignment at end of unit
Prerequisite Knowledge, Skills, Strategies and Attitudes. Where have your students been and where are they headed? What prior knowledge do they have and what do they require? What misconceptions may they have?	Assessment Strategies <i>What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?</i>
Understanding of Canadian and American economic systems to include supply and demand. Understanding of vocabulary of consumerism and quality of life. Misconceptions to address: The idea that advertising doesn’t effect my personal attitudes or purchasing decisions.	Assessment for – Class questions, advertising questionnaire. Assessment as – In-class review/discussion of advertisements. Assessment of –This activity prepares students for their summative assessment where they produce a poster where they assess quality of life in the context of a consumer society, and employ the advertising techniques discussed in this lesson.
Materials/Resources	Preliminary Matters
Teacher will require: • Smartboard or Monitor • Whiteboard Students will require:	

• Writing utensil and notebook. • <i>Issues For Canadians</i> (Preferably 1 per student) • Chapter 7 Worksheet • Completed Advertising Questionnaire.	
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LESSON PLAN SEQUENCE

How will you ACTIVATE prior knowledge and ENGAGE them in the lesson? How does this lesson connect to prior lessons?		
Teacher will review the vocabulary of consumerism and revisit the students' understanding of quality of life. Students will be engaged prior to the lesson through the completion of a small questionnaire where they log 5 advertisements that they observed over the previous day. Also, the BrainPOP video will help students to understand advertising techniques in the context of their own experiences.		
What is the learning/activity sequence? How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes. How will you TAILOR and PERSONALIZE the learning to optimize the learning for ALL students?		
What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Approx. time
Once students are seated, Teacher will review the vocabulary of consumerism and revisit the students' understanding of quality of life. Teacher will ask several students related questions to confirm understanding.	Students will answer questions as requested.	5 min.
Supported by a PowerPoint presentation, teacher will explore the most commonly employed techniques in advertising to include: Bandwagon Effect Emotional Appeal Glittering Generalities Plain folks Appeal Testimonials Scientific Appeal After explaining each concept, teacher will provide an example of each. Lastly, they will show some example ads and ask students to evaluate the techniques used in them. Guiding Questions: -How is the technique used in the ad in question? -Did you see examples in the ads you logged? -Have you ever made a purchase decision that you think was influenced by one of these techniques?	Students will take notes, completing their chapter 7 worksheet if necessary. And answer questions as requested, leveraging the questionnaire they completed on the advertisements they have seen recently.	25 min.

Teacher launches the BrainPOP media awareness video. https://www.youtube.com/watch?v=oQMSKRrDjB4&t=5s Guiding Question: Look out for examples of the advertising techniques in the video that you have seen in your own experience.	Students watch the video.	5 min
Supported by a PowerPoint presentation showcasing examples from the teacher's own experience, teacher will discuss advertising techniques as it pertains to web based advertising to include: -Web-based advertising business models – driving traffic. Discuss history of platforms such as Facebook, Hotmail, eBay and YouTube and Google. -Data collection and tailored advertising associated with Social Media and the “free” Google Services such as Google Search, Gmail and YouTube. -Clickbait -Tracking cookies - Google Adwords Guiding Questions: -Services like Google, Hotmail and Facebook are big businesses today, but did they start that way? -What are the benefits of this model? -Does it raise any concerns? -Can you think of any applications of these advertising techniques outside of consumer marketing? What, if any ethical implications are there in the application of these techniques? -Are there any technological enhancements that might make this marketing even more targeted?	Students will take notes, and answer questions as requested, leveraging the questionnaire they completed on the advertisements they have seen recently.	20 min.
Teacher will review and summarize what was discovered in the current lesson and connect it to the prior lesson, then to the upcoming lesson.	Students will gather their belongings and go to their next class.	5 min.
How will you conclude the lesson? How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?		
While it is clear that advertising is an important factor in our purchasing decision, it is far from the only one. In our next class, we will further explore how consumer purchasing decisions are made.		

PRE-SERVICE TEACHER SELF-REFLECTION

• How do you feel your students experienced this lesson? • Were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge? • Were you able to make good use of formative assessment for/of/as learning? • Were you successful in reaching all students? How do you know? How did you accommodate for diverse learners and those requiring accommodations? • Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?

- **What went well and what needs refinement? What might you do differently next time?**

