

Main Points:

Resiliency requires a sense of autonomy or the ability to act independently and exercise control. Media/advertising has the goal of controlling our behavior in many areas. Children need to feel a sense of being able to retain control in the face of advertising, recognizing the attempts to influence and/or control them. Children will be able to view media and have the ability to make choices that are in their own best interest.

Essential Questions:

1. Do commercials affect you? Can someone you don't know make you do something, like spend money?
2. What is advertising?
3. What is a product?

Alternate Books:

DVD -Arthur: Rides The Bandwagon

DVD-Arthur Gets Spooked

Activities:

Pass out a copy of advertising techniques for the students to refer to during the discussion. Use ads cut from magazines to identify techniques. Break into smaller groups and repeat with different ads.

Discuss how labels, brands, logos etc are a form of advertising that frequently appear on clothing or other items. Display a collection of logos, i.e. Target's bull's eye, McDonald's arches, GAP insignia, Olympic rings, and discuss how as soon as we see them we can identify the brand/company they represent. When we wear logos, we become a walking billboard for the product. Have all students examine their clothes and stand if they are a walking billboard.

Discuss how slogans/jingles are designed to help us remember the brand name and products. Collect a sampling of current (they are ever changing) slogans. Read them to the students omitting the brand name. Have the students supply the missing name.

Fake ads and games related to other Arthur books on the topic of advertising/media literacy can be found at pbskids.org/arthur/parentsteachers/lesson/medialiteracy

Interactive pages related to misleading advertising can be found at pbskids.org/dontbuyit/buyingsmart

Utah State Core Curriculum:

K-2 Core Curriculum - Language Arts

Standard 2 (Concepts of Print): Students develop an understanding of how printed language works.

K - 1a,b; 1st -a,b; 2nd - a,b

Language Arts K-6

Standard 1 (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

3rd - 2a,b; 4th - 2a,b; 5th - 2a,b; 6th - 2a,b

Media Literacy - Advertising Lesson

Review:

Briefly review the main points of the previous lesson and point out any connections to the current lesson.

Main Points:

- A- Ask the students if they have ever wanted to buy something they saw on TV or in a magazine.
- 1- Explain that the purpose of ads on TV or in print are to make us want to buy the product regardless of our needs or what is best for us.
 - 2- After you bought the item were they happy with it?
- B- Read the book Arthur's TV Trouble by Marc Brown
- 1- Why does Arthur think that Pal needs the Treat Timer? Had he considered Pal ?
 - 2- Did Arthur make a good choice getting the job?
 - a- Did it turn out to be harder or easier than he had planned?
 - 3- Did Arthur examine the Treat Timer carefully before he bought it? Should you take time to examine it?
 - a- What does "all sales are final" mean?
- C- Commercials are part of life but how we handle them is up to us. They can control us or we can control their effect on us.
- 1- Be aware of what they are trying to do.
 - 2- Remember that they will present their product in the very best way and that they can legally trick us by showing things in certain ways
 - 3- Work to be more aware of all the ways product names/brands/logos are positioned in the world around us
 - 4- Before we make a purchase make sure we consider our need/want level
 - 5- Before we make a purchase make sure we are really buying what we think we are buying.

Challenge:

Work to be more aware of all the advertising around us.
Make sure purchases are made for the right reason.

Goals:

Students will be able to explain the purpose of advertising.
Students will be able to explain their choices in dealing with ads.