

## Curriculum grid

Activities	Key Stage 3 curriculum reference
Analysing adverts	En1 3 En2 1a, b, d En3 l, m, n
Looking at labels	En1 3 En2 4 En3 l
Advertising	En1 1d, 8c, 9a En 3 1d, g, j (Extn En1 11)
Go on! It's good for you!	En3 1f, g, h, i, j, k
Launching a product	En1 1, 2, 3, 8c, 9a En3 1g, h, i, j, k (Extn En1 11)

## Activity 1 – Analysing adverts

### Learning objective

Students to recognise advertisements as persuasive text and analyse components of the text.

### Key vocabulary

audience, asserting, emotive language, facts, opinions, slogan

### Organisation

Discussion (group work)  
Writing (individual work)

### Resources needed

Soft drinks advertisements  
'Getting to the Market Place' [TEACHER'S LINK](#)  
[PUPIL'S LINK](#)

### Introduction

Show the class the examples of advertisements. Explain that these are examples of persuasive writing. Explain the terms 'emotive language', and 'target audience' and the difference between opinion and fact.

### Activity

The students are to analyse an advertisement. They should discuss in groups:

- what is being advertised
- where they would find the advertisement
- the target audience
- what it is saying about the product – the facts and the opinions
- how effective the advert is at getting its message across.

The students should then write an analysis of their advertisement.

### Plenary

As a group discuss what makes an advertisement effective.

### Extension

Analyse television advertisements for soft drinks.

## Activity 2 – Looking at labels

### Learning objective

Students to understand the different purposes of the text found on drinks packaging.

### Key vocabulary

information, instruction, persuasion, fact, opinion, connotation, visual metaphor

### Organisation

Discussion (group work)  
Writing (individual work)

### Resources needed

Labels/packageing from soft drinks  
'Getting to the Market Place' [TEACHER'S LINK](#)  
[PUPIL'S LINK](#)

### Introduction

Distribute labels/packageing to the class. Ask the students to read all the writing on the label. Is all the writing intended for one purpose? Discuss about writing to inform, writing to persuade, writing to instruct. Look at any image/logo. How important is this? What does the packaging say to the students about the drink? Is this a visual metaphor for goodness, health, energy, fun?

## Activity

In groups, the students are to discuss the text/images on the packaging. They should then individually write down examples of each type of writing, with an explanation of what the writing is intended to do.

## Plenary

Discuss the importance of brand recognition.

## Extension

Create a wall display of packaging, with explanations/annotations of the different purposes of the writing.

## Activity 3 – Advertising

### Learning objective

Students to use words, sounds and images to create an effective advertisement for a soft drink.

### Key vocabulary

target audience, slogan, logo, stereotype, visual metaphor

### Organisation

Individual written work

### Resources needed

Video clip(s) of soft drinks advertisement  
'Getting to the Market Place' [TEACHER'S LINK](#)  
[PUPIL'S LINK](#)

### Introduction

Show a video clip of a soft drinks advertisement. Analyse the advertisement – whom is the advertisement aimed at? Age? Gender? How can you tell? What is it making them believe? Think? How are they communicating that the drink is good for you? Fun? Healthy?

### Activity

Ask the students to think of a soft drink – it may be an existing one, or a new product on the market. The students should consider the target audience, where the product may be sold, who will be drinking the product, and who will be buying the product. They should try to include some information about the product, some persuasion and opinion. The students are to produce a script for a radio or TV advertisement or a storyboard for a TV advertisement. They should also consider where and when their advertisement should be broadcast.

## Plenary

Students are to present their work to the rest of the class, justifying their ideas.

## Extension

In groups, listen to the ideas for advertisements, vote on the favourite one and film/record the advertisement.

## Activity 4 – Go on! It's good for you!

### Learning objective

Students to write to persuade a target audience to eat five portions of fruit and vegetables a day.

### Key vocabulary

information, instruction, persuasion, fact, opinion

### Organisation

Individual work (over two lessons or one homework and one lesson)

### Resources needed

Access to internet for research or leaflets on healthy diet (could be set as homework prior to the lesson)  
Plain paper (1 piece of A4 per student)  
(Optional) Computers

### Introduction

Write '5 a day' on the board. Does anyone know what this means? Why is the Government trying to get us to eat five a day? What sorts of people may not be getting enough fruit and vegetables? What are the reasons that they're not eating enough? Board blast ideas e.g. children not liking vegetables, cost, preferring fast foods/ready meals. How might you have portions in drinks?

### Activity

The students are to produce a leaflet persuading a target audience to eat more fruit and vegetables. They should research into the benefits of eating fruit and vegetables – they must find out as much information as possible.

Once the students have gathered their information, they must decide on their target audience (it may be an elderly person who finds cooking difficult, an image-conscious teenager or a young child who doesn't like vegetables). They

should then choose five key facts based on what might persuade their target audience most.

Their leaflet should contain:

- information
- persuasion
- opinion.

### Plenary

The students should swap their leaflets with another student who should then guess the target audience.

### Extension

The students could create a day's menu which includes 'five a day' suitable for their target audience.

## Activity 5 – Launching a product

This series of activities could also be used as a collapsed timetable activity of 1 – 2 days linked with work-related learning. Students should be placed in mixed ability groups for the activity.

The students could carry out a skills audit within their group and then assign different roles for each student e.g. team leader, product designer, advertising manager, marketing manager. They should then divide up the tasks, ensuring that all have equal amounts of work. They should also draw up a timetable that includes regular meetings to check on progress and make adjustments to their plan if necessary.

### Designing a product (two lessons)

#### Learning objective

Students to prepare and deliver a presentation to 'sell' a concept.

#### Key vocabulary

target audience, slogan, logo, stereotype, visual metaphor, information, instruction, persuasion, fact, opinion, connotation, merchandising, promotion

#### Organisation

Group work

### Resources needed

Per group:

Display materials

Video camera

Tape recorder

'Getting to the Market Place'

'Wrapping Up'

'Legislation and Good Practice'

} [TEACHER'S LINK](#)  
[PUPIL'S LINK](#)

### Introduction

Read the class the following:

#### EITHER

The Olympic committee is looking for a new sports drink to be adopted as the official drink of the 2012 Olympic Games. Your company is keen to be awarded the contract. You have to prepare a five minute presentation to sell your idea to the committee.

#### OR

You work for a soft drinks company who are keen to expand their range. They have invited employees to suggest a new drink. The winners will get the chance to promote and market their new drink and also win a new car each. They have asked people to produce a five minute presentation to sell their idea.

#### Activity (Lesson 1)

In groups, the students are to come up with a concept for a new drink. They should produce a presentation that includes:

- a name for their product
- the price of the product
- the target audience for their product
- reasons why their product is the best.

They have one piece of A3 paper to use as a visual aid. All students are to contribute to the presentation.

#### Activity (Lesson 2)

The students are to listen to each group's presentation.

#### Plenary

Discussion of the effectiveness of the presentations. Board blast a list of successful strategies used by the groups.

#### Extension

Groups are to come up with a list of questions that they think they might be asked by the committee and prepare answers.

## PACKAGING AND ADVERTISING YOUR PRODUCT (1 – 3 LESSONS)

### Learning objective

Students to work collaboratively on a display that shows use of persuasive language, texts and images.

### Key vocabulary

target audience, slogan, logo, stereotype, visual metaphor, information, instruction, persuasion, fact, opinion, connotation, merchandising, promotion

### Organisation

Group work

### Resources needed

Display materials and/or access to computers  
'Getting to the Market Place'  
'Wrapping Up'  
'Legislation and Good Practice'  
(Optional) Video camera,  
tape recorder

} [TEACHER'S LINK](#)  
[PUPIL'S LINK](#)

### Introduction

Tell the class that their presentations were successful and they should now proceed with their product. Explain that the students now have to expand their ideas and produce a prototype of their product's packaging, copy for the labels and come up with an advertising campaign.

### Activity

Each group is to produce a wall display that must have:

- a prototype of their drink's packaging
- labels for their drink containing all the required information
- a slogan
- a poster for a billboard
- a storyboard for a television commercial.

### Plenary

Each group should assemble their display.

### Extension

Students are to record a radio advertisement or film their commercial.

## LAUNCHING A MARKETING CAMPAIGN (1 – 2 LESSONS)

### Learning objective

Students to launch a marketing campaign, taking into consideration their target audience when decision making.

### Key vocabulary

target audience, slogan, logo, stereotype, visual metaphor, information, instruction, persuasion, fact, opinion, connotation, merchandising, promotion

### Organisation

Group work

### Resources needed

Display materials  
'Getting to the Market Place'  
'Wrapping Up'  
'Legislation and Good Practice'  
'Still and Dilutable Drinks'

} [TEACHER'S LINK](#)  
[PUPIL'S LINK](#)

### Introduction

Explain what marketing a product involves. Board blast ideas on how people get to hear of new products, promotional ideas, merchandising. Discuss how effective these are. Explain about the need to get to their target audiences – the consumers and also to the buyers of the product (not necessarily the same people). Divide the class into groups.

### Activity

The groups are to plan a launch for their new drink. Information to help them is available in the resources listed. They should:

- choose a launch date
- use as many different types of media as possible and plan when and where to advertise
- decide on suitable distribution outlets
- design an eye-catching display for supermarkets/stores
- consider introductory offers, competitions, merchandising.

The group must also decide how they will present their campaign to the rest of the class.

### Plenary

Groups are to present their campaigns to the rest of the class.

### Extension

The extension work is by outcome – this project could be continued over several lessons.