

Who is the target?

Lesson 5



Evaluate the influence of hidden messages in the media & distinguish different viewpoints regarding the debate about media in modern society, and children's usage of it

Lesson Objective

The children should be able to evaluate the influence of hidden messages in the media & distinguish different viewpoints regarding the debate about media in modern society, and children's usage of it.

Learning Outcome

The children should be able to:

- Distinguish between obvious and less obvious (hidden) advertising
- Identify why a brand might choose to appear in the media in this way
- What it might infer
- Appraise whether this type of advertising is a good thing or not
- Explain that there is a debate about media and children
- Distinguish different viewpoints regarding this media debate
- Appraise the debate and formulate their own views regarding media.

Teacher's Notes

There is lots of media all around us, there's lots of advertising all around us too. But not all paid for advertising is obvious. Children should understand what hidden advertising is and how advertising can be more obvious or less obvious.

There is a lot of debate about media and young people, and whether the media world they're growing up in is good for them or not. It's important that the children are part of this conversation and can formulate and express their views, as well as being aware of others' points of views too.

Resources

- *Who is the target?* video
- Activity 2.2 an article called "Social Media Giants to limit access"
- Activity 5.1
- *Spot the product* interactive activity

Methodology

- Talk and discussion - Role Play
- Active learning – Role Play
- Skills through content - Role Play

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Procedure

Step 1: Who is the target? video

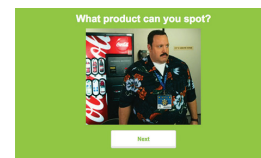
- Tell the children that they are going to watch a short video about how media advertises to us.
- Play the *Who's the target?* video from the MediaWise website, www.MediaWise.ie
- Pause the video and ask the children if they have seen any of the examples of how media advertises to us.
- After the video, ask the children if they saw or heard any new information about how media advertises to us.
- Explain to the children that the media is everywhere – in magazines, television, radio and websites.
- Remind to the children that emotions play a big part in media and advertising.



Video

Step 2: Hidden Advertising

- Tell the children that lots of products are advertised in movies, in television shows or at sporting events. This is called hidden advertising.
- Tell the children companies can pay to have their products featured in the movie or on television. This is called product placement.
- Tell the children that having a famous person drinking a drink or using a phone can help to make the drink or phone more popular. This is called a celebrity ambassador. The celebrities get paid a lot of money to be a celebrity ambassador.
- Using the *Spot the product* interactive activity from the MediaWise website, www.MediaWise.ie, show the children some images from movies and television shows and ask them to identify the product that is being advertised:
 - Mall Cop (Coca Cola)
 - James Bond (Viao Computers)
 - Elf (Coca Cola)
 - Smurf Happens (M&Ms)
 - Transformers (Burger King);
 - Mario Kart (Merc)
 - Uncharted III (Subway)
 - Modern Family (Apple Macs)
 - Galway GAA (Supermacs)
 - Irish football team (Three)
 - Zool (Chupa Chups)
 - Olympics (Electric Ireland)
 - Lego Movie (Lego).
- Explain to the children that lots of products are advertised in movies, in television shows or at sporting events and some are obvious so it's easy to see that they are advertising. Some are less obvious, like an actor taking a drink during a scene.
- Explain that sometimes you have to watch carefully to notice products featured in the movie or on television.
- Explain that pages run by companies on social media, like Facebook, are also a form of advertising.
- Ask the children if they have any favourite bloggers or vloggers. They may call these YouTubers
- Ask if they can think of anything they do that could be an ad. One example would be unboxing a toy or other item, or going through a shopping 'haul' from a certain shop.
- Remind the children to keep an eye out for hidden advertising.



Interactive activity

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Procedure continued

Step 3: The Afternoon Show

- Remind the children that in a previous lesson, (Activity 2.2), they read an article called “Social Media Giants to limit access”.
- The teacher can show this article to the class again to refresh their memories – Activity 2.2.
- Remind the children that they wrote a reply article and chose a point of view either agreeing or disagreeing with the article and the points of view put forward.
- Today the children will have an opportunity to further develop their points of view, and to show different viewpoints regarding the debate about media in modern society, and children’s usage of it.

The Late Afternoon Show

- The children are going to go into role as participants on the The Late Afternoon Show, a chat show where people with lots of different opinions get to talk about important issues.
- As part of the role play, the children will pretend that the plan to limit the access of young people to social media to children over 16 years old is going ahead, as discussed in Lesson 2.
- Each child will take on the role as a different participant in the chat show, each with different and some controversial opinions.
- The teacher can take on the role of the host of the chat show, Sammy Smiles, whose role will be to allow all participants an opportunity to speak and share their opinion.
- Use the prompts from The Role Cards (Activity 5.1) for each child to understand the point of view that they are to put forward. The children are free to add additional points of view of their own, or to share the points of view provided.
- Set up the room, if possible like a television studio with an audience and chairs at the top of the room for the panellist, and chat show host.
- Once all the children have read and understood their points of view individually or in pairs, they are ready to go into role.
- The teacher introduces the show and welcomes all the participants.
- The teacher in role, as Sammy Smiles, introduces the panellist and invites them to share their point of view on the plan to limit social media access to children.
- Each participant is invited to speak, with the teacher in role, encouraging debate. The teacher could use a speaking object, such as a microphone, to encourage one speaker at a time.
- The role play may draw to a natural conclusion, or the teacher may draw it to a close. Whatever happens, the success is in the process of the drama.

Optional

- Use a camcorder, phone, tablet or other recording device to record the television show so that the class can watch the chat show drama afterwards.

Step 4

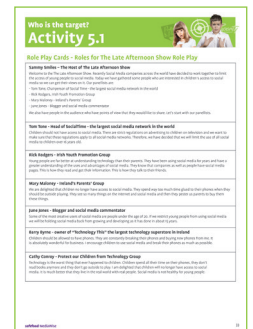
- After the drama, the children are asked to reflect on their participation in the role play, as well as the discussion that took place.
- The teacher, out of role, congratulates the children on their participation and asks them how they felt about some of the different opinions they heard in the debate.
- Did the children feel that they now understand some different viewpoints regarding the debate about media in modern society, and children’s usage of it?

Step 5: Optional

- Watch the recording of the chat show. This lesson could be repeated, allowing for the children to express a different point of view during the role play. Allowing the children to express a variety of points of view can help them see the many opinions that can exist in the debate on the media.



Activity 2.2



Activity 5.1