

The message and emotion behind the media

Lesson 3



Recognise how some advertising can use emotions to influence whether we want or need something

Lesson Objective

The children should be able to recognise how some advertising can use emotions to influence whether we want or need something.

Learning Outcome

Identify a range of emotions as they are presented in the media and recognise how some advertising can use emotions to influence whether we want or need something. Question advertisements and their messages regarding how they make us feel and understand celebrities' role in influencing whether we want or need something.

Teacher's Notes

A need is something you have to have, something you can't do without, for example air or water. A want is something you would like to have, like a particular pair of trainers, or a bar of chocolate. Some things fit into both groups, such as food. Depending on the type of food, food can be something we need (water, protein, fruit/vegetables) and something we want (chocolate, sweets).

As advertising taps into our emotions, it can also influence what we think we need and want. Celebrities play a role in influencing whether we think we want or need something. Understanding the difference between needs and wants is challenging for some children. Often children can feel that when they want something, a toy, game, treat, they in fact need it. Developing an understanding of the difference between the two is an important skill.

Sometimes our emotions can confuse us about what we need and what we want. Emotions play a big part in media and advertising. When we associate emotions with the product or brand being advertised, we can feel having that particular product or brand will make us feel better, or look better, or be happier/safer.

Resources

- *The Message and Emotion Behind the Media* video
- *Needs and Wants* interactive activity
- Activity 3.1
- Advertisements from the MediaWise website

Methodology

- Talk and discussion: Connecting feelings to things we see; Advertising and Emotion
- Collaborative learning: What do you feel?; What is the advert trying to do?
- Skills through content: *The Message and Emotion Behind the Media* video; *Needs and Wants* interactive activity

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Procedure

Step 1: Message and Emotion Behind the Media Video

- Tell the children that they are going to watch a short video about needs and wants.
- Play the *The Message and Emotion Behind the Media* video from the MediaWise website, www.MediaWise.ie
- Pause the video and ask the children if they have seen any of the examples of needs or wants.
- After the video, ask the children if they saw or heard any new information about needs or wants.
- Explain to the children that sometimes our emotions can confuse us about what we need and what we want.
- Explain to the children that emotions play a big part in media and advertising.



Video

Step 2: Connecting feelings to things we see

- Ask the children if they can name any feelings or emotions that people feel?

The children may suggest happy, sad, worried, angry, bored, interested, surprised, scared.

- Ask the children when would they feel happy, sad, worried, angry, bored, interested, surprised, scared?
- Remind the children that that advertisement is designed to encourage us to feel emotions, which we might associate with a product.
- Ask the children if they feel different emotions when they watch an advertisement for a product? The children may suggest that they feel happy when they see a food, toy or game advertisements.
- Explain to the children a lot of time and money goes into ensuring they feel different emotions when they watch an advertisement for a product?

Step 3: Need and Wants Interactive Activity

- Explain to the children that they can try an interactive activity to see the difference between needs and wants.
- Open the *Needs and Wants* interactive activity from the MediaWise website, www.MediaWise.ie, which shows different products that the children may need or want. The images are: an apple (representing healthy food), chocolate (representing unhealthy food), a hoodie (representing clothes), a bed (representing the need for sleep), a football (representing exercise), an Xbox (representing computer games), toys (representing new toys and play), medicine, a comic (representing reading), an iPad (representing online games & apps), water, a news programme (representing knowledge).
- Allow the children to identify which are needs and which are wants.
- Ask the children to explain their choice.



Interactive activity

Step 4: Advertising and Emotion

- Remind the children that advertising aims to make us do one of four things:
 - Tell us something we need to know
 - Persuade us to buy a product
 - Persuade us to change our behaviour
 - Put forward a point of view.
- Explain that advertising can use emotion to make us feel we need something, therefore persuading us to buy a product or change our behaviour.
- Explain to the children that advertisements are meant to make us feel in a particular way.
- Ask the children if they agree with the advertising industry manipulating people in this way?
- Ask the children if they feel they can choose whether or not to feel the emotions that the advertisement is trying to make them feel?
- Tell the children that they can and should question advertisements regarding how they make us feel.

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Procedure continued

Step 5: What do you feel?

- Tell the children that that people who make media use elements such as logos and brand names, visuals including images and colours, language / words, characters and animals, sound and music, celebrities, special offers such as free gifts, money off, buy one get one free, supersize, 50% extra or movie tie ins to encourage us to feel a range of emotions and make us feel in a particular way.
- All of these elements are designed to encourage us to feel a range of emotions and make us feel in a particular way.
- Explain to the children that they can test out the idea that we associate advertising with feelings.
- Explain that a slogan is a catchy phrase used to encourage people to buy or use your product.
- Tell the children that slogans are one way in which advertising can make us feel positively about a product.
- Explain that the class is going to do a slogan activity in teams, pairs or as a whole class.
- Call out each slogan and ask the children what they think of when they hear it. Ask them to record if they feel any particular emotion when they hear the slogan using Activity 3.1.
 1. Beanz Meanz Heinz (Heinx Beans)
 2. Snap! Crackle! Pop! (Rice Krispies)
 3. Are you a Cadburys fruit and nut case? (Cadburys Fruit And Nut)
 4. So fresh its famous. (Pat the Baker)
 5. The fillet of cheddar. (Kilmeaden Cheddar)
 6. Every day should have its golden moments. (Barrys Tea)
 7. Today's bread, today. (Brennans Bread)
 8. Does Exactly What It Says On The Tin? (Ronseal)
 9. Every Little Helps? (Tesco)
 10. Taste The Rainbow (Skittles)
 11. Eat Fresh (Subway)
 12. They're Grrrrrrreat! (Kelloggs Frosties)
 13. I'm lovin' it (McDonalds)
 14. Just Do It (Nike)
 15. Finger Lickin' Good (KFC)
 16. Have it your way (Burger King)
 17. Melts in your mouth, not in your hands (M&M)
 18. The happiest place on earth (Disney World)
 19. It's the real thing (Coca-Cola)
 20. The best a man can get (Gillette)
- Ask the children if they know any other appropriate slogans for products.
- Explain that slogans are a great way to promote a product as people associate the slogan with the product.
- Explain that people may feel positively toward a product when they hear a familiar slogan.

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Activity 3.1

What do you think of when you hear a slogan? Record any emotion you feel when you hear the slogan.

Slogan	What do you think of?	What do you feel?
Beans Meanz Heinz		
Snap! Crackle! Pop!		
Are you a Cadburys fruit and nut case?		
So fresh its famous		
The fillet of cheddar		
Every day should have its golden moments		
Today's bread, today		
Does exactly what it says on the tin		
Every little helps		
Taste The Rainbow		
Eat Fresh		
They're Grrrrreat!		
I'm lovin' it		
Just Do It		
Finger Lickin' Good		
Have it your way		
Melts in your mouth, not in your hands		
The happiest place on earth		
It's the real thing		
The best a man can get		

Name: _____ Date: _____

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Activity 3.1

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Procedure continued

Step 6: Advert Sound Circle

- Explain that we are constantly surrounded by media. Slogans are just one means of advertising. As a result we may not even realise that we are seeing and hearing many, many advertising messages every day.
- Use the slogans on the previous page, and ask the children to choose one and repeat it, as they move around the room. Ask them to start off very quietly and then gradually get louder and louder. As the slogans get louder, it is harder to tell them apart.
- After the children have finished, explain that they had used only 20 slogans for that activity. In fact we may see up to 1,500 messages every day. That's a lot of messages.

Step 7: Elements of Advertising

- Ask the children if they have ever seen celebrities or characters or animals in an advertisement?
- Celebrities play a role in influencing whether we think we want or need something.
- Explain that advertising companies use celebrities or characters or animals to encourage you to like their product, and to encourage you to buy their product.
- Ask the children if they could come up with the ideal celebrity to advertise these different products – a new football, a fizzy drink, a new doll, a zoo, a new tablet or phone, a chocolate bar.
- Remind the children that the people who create the media are very particular about what goes into their media products. Lots of advertisements feature logos, slogans, celebrities and characters/ animals. Ask the children to keep an eye and ear out for advertisement with logos, slogans, celebrities and characters/ animals.

Step 8: What is the advert trying to do?

- Tell the children that as a whole class activity they will watch the advertisements from MediaWise, www.MediaWise.ie
- After each advertisement, ask the children how the advertisement made them feel?
- Ask the children if they feel they should do or think something simply because an advertisement is trying to persuade them to?
- Ask the children if an emotion should encourage them to do or think something simply because an advertisement is trying to persuade them to?
- Ask the children if they have ever been persuaded to do or think something by an advertisement they have seen?
- Did the emotions they felt have an influence on that persuasion?
- Does the advertisement feature a celebrity? Does this influence your opinion on the product?
- Explain to the children that they should make their own decision on what they should do and think, rather than how they feel about an advertisement.
- Explain to the children that advertising will try to persuade them to do lots of things by making them feel emotions, but it is important to make their own decisions.