

Europeana Learning Scenario

Title

The Power of Advertisements

Author(s)

Olivera Ilic

Summary

Table of summary

Subject	English as a foreign language, Computer science
Topic	Advertisements and how they influence us
Age of students	14
Preparation time	30'
Teaching time	Two 45-minute lessons
Online teaching material	http://miucimoengleski.weebly.com/the-power-of-advertisements.html https://padlet.com/oliverapr/cp1mt4lxtdvI https://learningapps.org/display?v=pdbsayku319
Offline teaching material	Sticky notes for peer assessment
Europeana resources used	www.europeana.eu

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Integration into the curriculum

The topic of media literacy is included in the national curriculum of English as a foreign language. There are also several educational standards for English as a foreign language which deal with activities included in this learning scenario: media literacy, understanding the main meaning of advertisements, searching for and understanding information from the Internet, summarizing written texts, comparing things.



Aim of the lesson

Students will learn how advertisement works in order to persuade people into buying products. They will:

- compare advertisements today and in the past;
- get familiarized with the AIDA marketing principle used in advertisements;
- use AIDA principle on old advertisements in order to make them more appealing for the consumers today
- present and assess their work
- discuss advertising strategies

Trends

- Peer learning

21st century skills

- Media literacy
- ICT literacy
- Critical thinking
- Collaboration
- Communication

Activities

Name of activity	Procedure	Time
Lesson 1.		
Introduction	Students are divided in pairs. Each pair works on 1 computer. They go to http://miucimoengleski.weebly.com/the-power-of-advertisements.html website and look at the lesson aims. Teacher explains what Europeana is.	5'
Europeana advertisements	Students look at Task 1 on the website and follow the instructions: they go to Europeana website and in search box they type 'advertisement'. They choose one advertisement. They open MS Word document and copy the picture of the advertisement in it. They look at information about the advertisement in the Europeana website and write it in their document (title, year, source, link, description)	20'
AIDA principle	Students do Task 2: they read about AIDA principle and do the matching activity in order to get familiarized with AIDA principle. Students discuss the answers with the whole class.	5'
Using AIDA principle on students' advertisements	Teacher asks the students whether and in what way was the AIDA principle used in their advertisements. Teachers tries to elicit the difference between advertisements in the past and today. Teacher tells the students to change their advertisements in order to make them more appealing for the buyers - change the picture, add new slogan	15'

Name of activity	Procedure	Time
<p>or information about the product. When finished, students upload their documents into Padlet on the class website. Their task for next class is to prepare oral presentations about the original advertisement they found on Europeana website and the changes they made to it, stating the reasons why they made the changes.</p>		
<p>Lesson 2.</p>		
Preparation	Pairs of students, who worked together in the previous lesson, prepare themselves for presentations.	10'
Presentations	Students present their work to the classmates and the teacher. After they finish, they give a brief oral self-evaluation of their presentation and language skills. On sticky notes, other students write two stars and a wish for the presenters (2 things they liked about the presentation and presenters and 1 thing they wished the presenters would improve). They give sticky notes to presenters. Teacher gives each pair oral feedback about their presentation.	20'
Class discussion	Teacher initiates a whole class discussion about the power of advertisements; teacher tries to make students share their personal experience and opinion. Questions that the teacher can use: Have you ever bought something you didn't need? Why did you do that? What are the advertising techniques companies use to make their products more appealing? How do advertisements influence us? What is the future of advertising?	10'
Feedback	Teacher asks students to discuss in small groups what they had learnt in the last two lessons.	5'

Assessment

Three types of assessment are used in the lessons – teacher assessment, self-assessment and peer assessment. After students' presentation in Lesson 2, teacher gives formal assessment of students' presentation and language skills and writes the assessment in students' portfolios; students who presented do an oral self-evaluation of their presentation and language skills; other students write their assessment on sticky notes using 'two stars and a wish' technique.

***** AFTER IMPLEMENTATION *****

Student feedback

Students discuss in small groups what they had learnt in the last two lessons.

Teacher's remarks

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About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.