



**Project  
Website**

<https://pros4democracy.internprize.eu/>

**Activity  
Video  
Summary**

<https://www.youtube.com/watch?v=GvgwISygdRY>

Lesson Category

## Media and News Literacy

Title

### [Analysis of advertising policy](#)

Area(s)

### **Political reflection in the media; Evaluation of sources and information**

Objectives

**The students:**

- 1. Monitor, analyze and compare the various uses of images, tone, sound, emotions in many ads.**
- 2. Discuss the various techniques that create a successful ad.**
- 3. Realize that political ads use many ways to influence the recipient.**
- 4. Realize that the messages conveyed by political advertisements are either overt or covert.**

Time needed

**8 teaching hours**

Materials needed

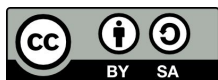
**Computer and a sheet of paper**

Age level(s)

**14-18**

Number of participants per group

**The whole class in groups of 4**



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**Analysis of advertising policy**

Originally designed by **Platon Schools** as a part of the EuroVoters project

<https://eurovoters.eu>

## Step-by-step description of activity

1. The teacher displays political television advertising messages on the projector.
1. Students should then identify their content.
1. Also find out where these messages are based to influence the viewer.

### **Activity:**

- a. Watch TV commercials.
  - b. What is their content?
  - c. Where are the messages you watched based in order to influence the consumer?
1. Students as an assignment can create an advertisement themselves either on a poster or in a short spot and present it to the whole class. The purpose of advertising may not necessarily be to consume a product, but to raise awareness of social, environmental or health issues.

5. Students watch a series of older political advertisements and write down their observations on persuasion methods and the clever presentation of them.
5. They then watch a series of contemporary political advertisements and re-write on a paper their observations on persuasion methods and the clever presentation of them.
5. This is followed by a discussion of the evolution of political advertising over time.
5. They choose one of the political commercials they watched and then watch it again without the sound
5. Then we ask them to say what they observe (effect of music-sound on advertising and especially on politics).
5. Students vote for the ad that impressed them the most (out of those they watched).

### **Strategies of teaching and learning**

Problem-based learning, Critical event analysis

### **Evaluation**

Students must watch two more commercials (online or on TV) and complete the same work document for those commercials.

### **Notes to the educator**

- The teacher helps the students when necessary and provides them with information only to help them achieve the above goals and conclusions.
- The activity can be applied to Language Education and Citizenship courses.

### **Notes to the students**

- Students can use computers throughout the lesson if additional clarifications are needed.

### **Suggestions for follow-up activities:**

Students can choose how they will promote their views to the general public and the source of information they will use. They could also take advantage of social media and upload their messages to facebook, instagram or their school website. In addition, they can compose digital posters or a commercial and upload it to the school's newsletter.



## **Worksheet 1**

1. Watch TV commercials.
2. What is their content?
3. Where are the messages you watched based on in order to influence the consumer?
4. Create an ad either on a poster or in a short spot and present it to the whole class. The purpose of advertising may not necessarily be to consume a product, but to raise awareness of social, environmental or health issues.

## Worksheet 2

1. Watch a series of older political ads and write down your comments on persuasion methods and intricate presentation.
2. Watch a series of modern political ads and re-write on paper your comments on persuasion methods and intricate presentation.
3. Discuss with your team the evolution of advertising policy over time.
4. Check out one of these ads without the sound again.
5. What do you notice? (sound-music effect on advertising and especially on politics)
6. Vote for the ad that impressed you the most and give the reason.