

# Media's influence on us

## Lesson 7



### Compare how different audiences might react to the same advertisement and recognise and appreciate how media can be a source of information, and misinformation

**Lesson Objective** The children should be able to compare how different audiences might react to the same advertisement and recognise and appreciate how media can be a source of information, and misinformation.

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**Learning Outcome**

- Understand that different audiences might react in an emotional way to the same advertisement depending on the elements of the advertisement.
- Select and evaluate why an information media campaign might succeed
- Understand what misinformation (or fake news) is.

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**Teacher's Notes**

Advertising is created to get an emotional reaction. Everything in the advertisements we see around us is carefully chosen to make the product or brand look exciting and attractive and appeal to the audience. Often advertisements mix up fantasy and reality.

As well as selling to us, media can provide us with information and is part of our everyday lives. Media can also generate misinformation or fake news.

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**Resources**

- *Media's Influence on Us* video
- Activity 7.1
- Activity 7.2

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**Methodology**

- Talk and discussion: 'Fake News'
- Active learning: Reacting to Advertisements – Role Play
- Collaborative learning: Assess The Educational Media Campaign
- Skills through content: *Media's Influence on Us* video; Reacting to Advertisements

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## Procedure

### Step 1: Media's Influence on Us Video

- Tell the children that they are going to watch a short video about media's influence on us.
- Play the *Media's Influence on Us* video.
- Pause the video and ask the children if they have seen any of the examples of media's influence on us.
- After the video, ask the children if they saw or heard any new information about media's influence on us.
- Explain to the children that the media is everywhere – it includes magazines, television, radio and websites and so much more.
- Remind the children that emotions play a big part in media and advertising.



Video

### Step 2: Reacting to Advertisements

- Remind the class that the people who make media are the ones who decide what message they want to communicate and who they want to target with the advertisement.
- Explain to the class that some online content is created by people who advertise products in videos or on their websites to get paid by the products creators. This is also a form of advertising, although it is generated by people rather than advertising companies.
- Explain to the children that different audiences might react in different emotional way to the same advertisement depending on the elements of the advertisement.
- Explain that for example a sports fan may respond if the advertisement includes sports, adults who are parents may react if the advertisement includes babies or children; children may react if the advertisement includes elements of fantasy.
- Tell that children that as a whole class activity they are going to watch some television advertisements on MediaWise, [www.MediaWise.ie](http://www.MediaWise.ie)
- After each advertisement, ask the children what reaction they felt to each advert?
- Ask the children:
  - Do happy children eating a particular product make them hungry?
  - Do smiling children playing with a particular toy, make them want that toy?
  - Do they feel jealous if they see someone in an advertisement with something they'd like?

### Step 3: Reacting to Advertisements – Role Play

- Ask the children to imagine that they are a different person.
- Ask them if they would react differently to the advertisements if they were a toddler, a junior infant, a teenager, a young adult, an older adult.
- Ask the children in pairs to discuss and consider how those different audiences might react to the advertisements.
- Each group could role play how that audience would react - toddler, a junior infant, a teenager, a young adult, an older adult to the different advertisements.
- Remind the children of their learning in the area of stereotypes, and encourage them to break stereotypes in their role play.

### Step 4: Assess an Educational Media Campaign

- Tell the children that media can also educate us.
- We can learn about subjects like litter prevention, road safety, water safety, bike safety, environmental activities like recycling or saving energy; the benefits of exercise and healthy eating and so much more from the media.
- We can learn information from websites, social media, television, radio and posters.
- Ask the children in groups to research and select an educational media campaign.

*The teacher could select a topical or new educational media campaign, or the children may choose their own based on their interests.*

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### Procedure continued

#### Step 4: Assess an Educational Media Campaign continued

- Using Activity 7.1 the children can assess the educational media campaign using the following questions:
  - Who is the campaign targeting?
  - What is the main message of the campaign?
  - How effective is the main message of the campaign?
  - Why is the campaign important to young people, in your opinion?
  - What media elements did the campaign use – slogan, logo, celebrities, characters, music, humour, colour or images?
  - How effective were the media elements they used?
  - How is information communicated in the campaign?
  - How would you improve the campaign?

**Media's influence on us**  
**Activity 7.1**  
Assess an educational media campaign

Name of Campaign: \_\_\_\_\_

Who is the campaign targeting? \_\_\_\_\_

What is the main message of the campaign? \_\_\_\_\_

How effective is the main message of the campaign? \_\_\_\_\_

Why is the campaign important to young people, in your opinion? \_\_\_\_\_

What media elements did the campaign use – slogan, logo/celebrity, character, music, humour, colour or images? \_\_\_\_\_

How effective were the media elements they used? \_\_\_\_\_

How is information communicated in the campaign? \_\_\_\_\_

How would you improve the campaign? \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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Activity 7.1

#### Optional Extra

- Each group could create a PowerPoint /slideshow /poster on their campaign.

#### Step 5: 'Fake News'

- Tell the children that media can give us information, but It can also give us misinformation.
- Explain that misinformation is false or inaccurate information, especially information which is deliberately intended to deceive.
- Ask the students if they have ever heard of Fake News.
- Explain that Fake News is a form of misinformation. It could be completely made up or it could be altering the facts of a news story to make it more sensational or controversial.
- Remind the children that the people who make the media choose the content and news.
- Different forms of media may have a different point of view, or what's often called a "different agenda".
- The newsmakers can also be very good at getting our attention.
- Some websites make sensational news stories and share it on social media. When a story looks unbelievable, a lot of people share it without thinking. When people who want to read the story, click on it, the website gets a lot of visitors, and they make money from that.
- When the technology used on a social media network identifies a story that is being shared by many people, it makes sure that it shows up in the newsfeed of a lot of people because people are reacting to it. This helps to spread fake news.
- Ask the children to assess which of these headlines could be fake news:
  - Ireland to leave the European Union
  - Aliens land in County Galway
  - Ireland wins the Soccer World Cup
  - President visits County Cork Hospital
  - Flying buses to be introduced to Dublin Bus
  - Government to reduce taxes.

#### Optional Activity:

- Research some news stories online.
- Choose news story from different news websites, and assess whether it is information or misinformation i.e .fake news:
  - What the story was – the main points that it made
  - Who made the story and who was it aimed at
  - Who might benefit or be harmed by the story's message
  - Why the story looks fake
  - What effect did the story and the information have?
- Use Activity 7.2 to record the information on the stories.

**Media's influence on us**  
**Activity 7.2**  
Choose news story from different news websites, and assess whether it is information or misinformation. Is fake news?

	News Story 1	News Story 2
Is it information or misinformation or fake news?		
What the story said – the main points that it made		
Who made the story and who was it aimed at		
Who might benefit or be harmed by the story's message		
Why they think the story is fake		
What effect did the story and the information have?		

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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Activity 7.2