

Media's influence on us

Lesson 8



Distinguish the real and the fantasy parts of an advertisement

Lesson Objective

The children should be able to distinguish the real and the fantasy parts of an advertisement.

Learning Outcome

Understand that advertisements can be set in the real or an imaginary world or a mixture of both. Recognise that children may like advertisements that are set in an imaginary world.

Teacher's Note

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, attractive and appeal to the audience. Often advertisements mix up fantasy and reality.

Resources

- Story - Conor's Dream
- Activity 8.1
- MediaWise Certificate

Methodology

- Talk and discussion - Fantasy and Reality; Fantasy V Reality
 - Skills through content - Conor's Dream
-

Media's influence on us

Lesson 8



Procedure

Step 1: Fantasy and Reality

- Ask the children if they know what a fantasy story is.
- Explain to the children the fantasy is make believe, something that isn't happening in real life.
- Explain to the children that reality is something that is happening in real life.
- Explain to the children that you're going to tell them a story that has some fantasy and some reality in it.

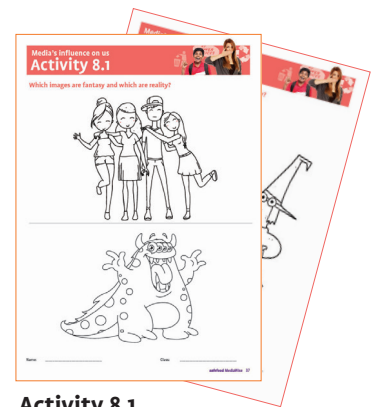
Conor's Dream

Conor had a very busy day. He had played soccer and had visited his aunt with his Dad. Conor was very tired. He got ready for bed and closed his eyes. A wizard appeared in Conor's room and asked him to come on an adventure. Conor jumped on to the wizard's broomstick and flew out the window high into the sky. The wizard handed Conor a magic wand and told him to use it carefully. In the distance, Conor could see two enormous dragons fighting on the mountainside. The wizard landed beside the dragons and Conor and the wizard used magic powers to shrink the dragons down to tiny lizards. The wizard told Conor that he could keep the lizards as a memory of their adventure together. Conor flew back to his house and got back into bed. He was so tired he fell straight to sleep again.

- Ask the children what part of the story was set in reality.
- Ask the children what part of the story was set in fantasy.
- Was there any part of the story that was a mix of reality and fantasy?
- Ask the children how did the story make them feel.
- Ask the children if they would like to have an adventure just like Conor.

Step 2: Fantasy V Reality

- Explain that when the media is advertising to children they often use fantasy stories.
- Advertising companies create advertisements with exciting fantasy stories that include the product they are trying to sell. This way the product seems more exciting.
- Ask the children if they have seen any advertisements set in fantasy lands e.g. stories with wizards, witches, monsters, princes and princesses, people with magical powers.
- Ask the children if these advertisements are more interesting and exciting than advertisement that are set in reality e.g. children going to school, families doing the shopping, people visiting their families or friends.
- Using Activity 8.1 the children can decide which images are fantasy and which are reality.
- When the children have finished the activity ask them if they would like to share their answers with the class and explain the reason behind each answer.



Activity 8.1

Step 3: Media Literacy Round Up

- Remind the children that over the last eight lessons, they have learned lots about the media.
- Ask the children if they can name any of the things they have learned?
- Remind the children that they learned:
 - To recognise and name different types of media.
 - To describe what advertising is.
 - To identify the basic emotions we feel (happy, sad, angry, bored, surprised, scared).
 - To understand the difference between needing something and wanting it.
 - To describe and share why they like a particular television programme.
 - To understand that the interests of all children are different, that the media makes assumptions about what girls or boys like based on their gender alone.
 - To understand that persuasion means to talk someone into doing or thinking something.
 - To understand that advertisements can be set in the real or an imaginary world or a mixture of both.
 - To recognise that children may like advertisements that are set in an imaginary world.
- Each child can be presented with a MediaWise Certificate, showing their learning as part of the programme.

