

## Global Teacher Seminar Lesson Plan

### Viewing: How do Advertisements Influence our Health?

- Context:** High School Media Elective, Milton Union High School, 9-12<sup>th</sup> grade (50 minute class period)
- Broad, Lifelong Goal/s & Rationale:**
  - **Goal & Rationale to Share with Students:** Why are advertisements used? To get people to buy their products or do what they want. In order to do that, these businesses and corporations have to manipulate you somehow. However, is the way we are being manipulated the best for us and our health? Are the things we are being told to buy healthy and are the ways that we are being manipulated healthy for our minds? We are going to be taking the time to look into how this manipulation and the products that we are being asked to buy impact our overall health which include physical, emotional, and mental.
- Specific Daily Objective:** Students will be able to see how advertisements impact our health in multiple ways. They will consider ways in order to alleviate this issue from our own country based on what other countries are doing.
- Ohio's Learning Standard:**
  - **RI. 11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - **RI. 11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- Assessment of Outcomes:**
  - Pre-assessment using Kahoot will show how many students know common logos that surround us.
  - Truthful Advertisements Project – seeing how much students analyze products that they see advertisements for their impact on societies health.
  - Jig Saw Presentations: Students will figure out information of their country and layout the basic foundations of the laws these countries have in place that either stop unhealthy trends or possibly promotes them.
  - Proposal – using research skills and supporting with evidence, students will propose changes to the United States Advertisement laws based on what they saw as beneficial to other countries. This will be supported with evidence proven from these other countries or known impacts of certain products.
- Materials:**
  - Computer/projector
  - Kahoot URL
  - Students need to have a device to access Kahoot (laptop/phone)
  - Article printed out or accessible online

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### 7. Methods:

#### Day 1

**1. Hook/Pre-Assessment (5 minutes):** Play the Kahoot game over popular brands and slogans to see how many students are able to identify. [Slogans - Details - Kahoot!](#)

- This will show how influential advertisements are to our life and how pervading in our minds they are. Why do we know all these slogans so well?

**2. Article Reading (15 minutes/more if needed):** Students will read the attached article exploring ways in which advertisement influences us. They will spend time looking through the article and annotating it for understanding along with facts to better understand the concept in the title. This will lead to a guided discussion.

**3. Discussion Time (20 minutes):** I will take the time to facilitate a discussion dealing with advertisements and who and what are being advertised.

- Let's name a few products we typically see advertisements for.
  - Example: Food, beauty products, cars, vacations, etc.
- Alright, and what types of ways do they advertise these products to make you want to buy them.
  - Example: They make people seem happy when they are using them, they make people seem beautiful when using them, etc.
- How could these ideas of these products bringing about happiness and beauty possibly impact someone's health?
  - Example: Well, if someone thinks a product makes them happy and/or beautiful and it doesn't, it could lead to them feeling worse about themselves because they are not normal per the advertisement. They could also be consuming unhealthy products which could actually lead to the opposite effect happening because of the effect on physical health.
- So then, why does the United States allow for these advertisements to happen?
  - Example: free trades rules? How else would people learn about products? Making money is more important than the health of the people.

**4. Independent Practice (Rest of Class/Homework):** Students will be creating honest advertisements for a product of their choosing and through looking at actually advertisements for that product. They will be analyzing the health impacts of this product (good or bad) and figure out a way to show this through advertising the product. This could be through a slogan that differs from the original, pictures that capture the concept of the health impact, statistics, etc. Students will also write up their understanding of why the original ad is supposed to be persuasive and how the second ad shows health impacts.

#### Day 2

**5. Assigning Jigsaw Groups (15 minutes for research, 35 start presentations):** Students will be assigned to form a group (number depending on how many in the class) to figure out how these places are successfully or unsuccessfully trying to combat unhealthy trends in advertising. Each group will give a five-minute quick

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recap of their laws and the good and bad aspect of it. Other students will compile these into a list.

- United States of America
- Poland
- China
- Brazil
- Germany
- Australia
- Iran
- Ireland

### Day 3

Finish presentations that were not completed the day before.

**6. Proposal (Rest of class):** Students will work individually in creating a proposal of the concepts and laws used in other countries (or something they did not see that they wished was part of advertising law) that they would like to see changed in the United States.

They will need to back up these concepts with facts that show these changes would improve the mental and physical health of citizens in this country. It does not need to be super long but does need to support its ideas.

### Attachments:

- A. “The Negative Effects of Advertising on Society”
- B. Example of Project (Before and After)
- C. Rubric for Honest Advertisement
- D. Rubric for Final Proposal

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# **The Negative Effects of Advertising on Society**

BY SOFO ARCHON



*“Advertising is the art of convincing people to spend money they don’t have for something they don’t need.” ~Will Rogers*

Advertising is messing up your life, but are you even aware of it?

Most people aren’t.

You see, since the day we were born, advertisements have been constantly bombarding us with their messages, so much so that we have accepted them as a normal part of reality.

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We've been conditioned to believe that there's nothing wrong with them, so we never stop to consider how they're influencing us. Yet, as you're going to read in this article, the harmful impact of advertising on our happiness well-being is tremendous, and we'd better not overlook it.

So, what exactly are the main negative effects of advertising on society?

Let's find out...

Advertising makes us feel that we're not good enough as we are.

We live in a tremendously competitive economic system, where people have to make money in order to pay the bills and survive, and often they resort to manipulative techniques to achieve that — which can be clearly seen in the advertising industry.

To sell you stuff, advertisements first make you feel like shit. How exactly? By showing you what the ideal life is supposed to be, and then having you compare your ordinary life to it. They have you believe that you're not beautiful, intelligent, confident, successful and so on, until they convince you that you fully suck.

Once they've made you feel emotionally insecure, they can easily manipulate you. Which brings us to the second point...

Advertising makes us associate happiness with consumerism.

After they've ruined our self-esteem, advertisements are trying to fool us into thinking that only products and services can make us feel good. In other

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words, advertisements create a problem and then offer us the solution to it. What is it? You guessed right: Shopping!

Once they make you feel ugly, they sell you beauty products to improve upon your ugliness. Once they make you believe that you're not important, they sell you expensive clothes to attract the attention of others on you. And so on and so forth.

In short, advertisements promise you happiness, provided that you spend money in return. The result? Consuming stuff you don't even need and contributing to the destruction of our wonderful planet (due to pollution and resource over extraction) because of that.

Advertising makes us think that everything we need is for sale.

Another serious ill effect of advertising is that it feeds us with the wrong impression that everything we need can be bought, and hence that money should be our measure of success and prime goal in life.

Without shopping, advertisements imply that you can't live a successful or decent life. Thus, advertisements are fueling your desire to work like a slave, just so you can spend your hard-earned money on things that will ultimately leave you dissatisfied.

\* \* \*

As you can see, the negative effects of advertising on society are enormous. The question is: What can we do about it?

Firstly, we need to realize that possessing more stuff than we need won't make us happier. That's because, although material things are necessary for

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satisfying our basic physical needs, they can't satisfy our emotional thirst for what we actually long for: connection, friendship, love, play and creativity.

Secondly, we need to change our economic system from its very foundations so that it doesn't depend on cyclical consumption and endless growth (in this system, consumption is required in order to keep money flowing in the market, and hence to keep people employed).

Then, and only then, will we be able to live in alignment with the natural world, as well as stop foolishly running after things that leave us sad and empty, and instead pursue what truly helps to bring us joy and fulfillment.

*"Advertising: the science of arresting the human intelligence long enough to get money from it." ~**Stephen Leacock***

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**i'm lovin' it<sup>®</sup>**



**i'm gainin' it**



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### **Honest Advertisement Rubric**

#### **Honest Advertisement**

10 points: The product/company that is being remade is obvious through the advertisement. This could be done by using their logo, remaking their slogan so that it is familiar enough, using the correct colors, etc. The advertisement is a direct reference to the product and the unhealthy effects it has on the user. This is shown through a possible new slogan, artwork pointing at the impacts, statistics written about the effect, etc. The unhealthy effects are proven and honest. Nothing is too exaggerated.

7-9 points: The product/ company that is being remade is relatively obvious once carefully analyzed. The advertisement is a reference to the product and unhealthy effects it could have on the user. These are not as directly pinpointed in the advertisement. The unhealthy effects are honest but may be over exaggerated.

4-6 points: The product/company that is being remade is hard to figure out for sure. The advertisement is a reference to a product and possible unhealthy effects it could have on the user. These effects are quite generic and could apply to any other product. Effects are also extremely exaggerated in more of a scare tactic rather than a subtle way of expressing the unhealthiness of the product.

0-3 points: The product/company is not clear whatsoever. The advertisement is sloppily done and not clear on the point being made. Misses the goal of the project/does not follow directions.

#### **Writing**

10 points: Writing is well done and put together in a cohesive way. There is a clear sign of research done that proves the fact that the product/company is advertising something that is unhealthy for its consumers. There is clear revisions and edits made in the writing because there are few to no mistakes in grammar and mechanics.

7-9 points: Writing is completed and gets the point across. There is research that was completed but can be somewhat not fully argued/explained. There are signs of some revisions and edits, but some mistakes are too obvious and take away from the writing slightly.

4-6 points: Writing is somewhat understandable and tries to use research to prove the points made in it. The research, however, is too vague and does not particularly relate to the specific product/company that the student has chosen. Clear errors in writing throughout, but make signs of personal growth was made.

0-3 points: Writing is hard to follow and does not use research well or at all. Writing is almost impossible to understand and there are no signs that revisions/edits were attempted.

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### Final Proposal Rubric

Grading Criteria	4	3	2	1	0
Formality of writing	Writing is professional and respectful to the reader.	Writing is mostly professional and respectful to the reader.	Writing tries to be professional and respectful but has moments where it isn't.	Writing seriously lacks professionalism or respect.	Nothing turned in.
Research	Research has been completed in order to prove thinking about what needs changed. This is presented thoroughly in the proposal.	Research has been completed in order to prove thinking about what needs changed. This is presented someone thoroughly in the proposal.	Research has been somewhat completed in order to prove thinking about what needs to be changed. This is not presented the best in the proposal.	Research has been very slightly completed to prove thinking about what needs to be changed. Therefore, it is not presented well in proposal.	Nothing turned in.
Explanation of information	Information and research are thoroughly explained and how the findings could impact society's health in the positive with making these changes.	Information and research is somewhat explained and how these might impact society's health. Slightly confusing at moments, but generally understandable.	Information and research is explained quickly and without much clarity. There are mentions of health benefits, but these do not seem probably.	Information and research is poorly explained and confusing to the reader.	Nothing turned in.
Grammar/ Mechanics	Well written. Few to no mistakes that are	Written pretty well. A few mistakes are distracting but	Written averagely. Mistakes can be found	Written poorly. Errors take away from the overall	Nothing turned in.

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	distracting to the reader.	does not take away from the overall proposal.	almost every sentence and sometimes take away from understanding of the proposal.	message of the proposal.	
Citations	There is a citation for every source integrated into the writing as well as a bibliography. Properly follows MLA formatting.	Missing one of the previous	Missing two of the previous	Missing three or more of the previous	Nothing turned in/missing