Europeana Learning Scenario

Title

* The Power of Advertisements

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Subject

*List all the subjects that this learning scenario is intended for. If this is an interdisciplinary lesson, list multiple subjects.*

* English as a foreign language
* Computer studies

Topic

*Add here a topic that the learning scenario addresses. For example, if this scenario is intended for a History lesson, the topic could be the Napoleonic wars.*

* Advertisements and how they influence us

Integration into the curriculum

*Detail in a few sentences how the topic of the learning scenario will fit into your national curriculum.*

The topic of media literacy is included in the national curriculum for 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

*Describe in 1-2 sentences what you would like to achieve with your students by the end of the lesson.*

In the lesson, students will learn how advertisement works in order to persuade people into buying products. In the lesson, students 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

*List the relevant trends that the lesson incorporates:* [*http://www.allourideas.org/trendiez/results*](http://www.allourideas.org/trendiez/results)

Peer learning, Learning materials

Age of students

* 14

Time

* Preparation time: 30 min
* Teaching time: 2 lessons lasting 45 minutes each

Teaching materials and tools

Online:

*List here all the links of online tools, applications and support documents that you will use during the lesson, such as: Padlet, Kahoot, Historiana, etc.*

Students do the first lesson in a computer room, with two students working on the same computer. Following online tools are used:

* <http://miucimoengleski.weebly.com/the-power-of-advertisements.html>
* Padlet embedded in the website above <https://padlet.com/oliverapr/cp1mt4lxtdvl>
* Learningapps.org app also embedded in the website above <https://learningapps.org/display?v=pdbsayku319>
* [www.europeana.eu](http://www.europeana.eu)

Offline:

*List here all the offline tools, such as: paper, glue, etc.*

* Sticky notes for peer assessment

21st century skills

*Add here how the learning scenario corresponds to 21st century skills. To find out more:* [*http://www.p21.org/our-work/p21-framework*](http://www.p21.org/our-work/p21-framework) *.*

* **Media literacy**
* **ICT literacy**
* **Critical thinking**
* **Collaboration**
* **Communication**

Activities

*Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.*

|  |  |  |
| --- | --- | --- |
| Name of activity | Procedure | Time |
| Lesson 1 | | |
| Introduction | Students are divided into 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 min |
| 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 min |
| 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 min |
| 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 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. | 15min |
|  | **Lesson 2** |  |
| Preparation | Pairs of students, who worked together in the previous lesson, prepare themselves for presentations. | 10 min |
| 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 min |
| 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 min |
| Feedback | Teacher asks students to discuss in small groups what they had learnt in the last two lessons. | 5 min |

Assessment

*Describe here the assessment method of the lesson, if any. For example, if you plan on assessing your students with a quiz, include here questions and answer options with color-coding the correct answers.*

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.

About the Europeana DSI-4 project

[Europeana](https://www.europeana.eu/portal/en) 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](http://www.eun.org/home) (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.