

Power of the Ad

Activity

Resource: Wallet Wellness

Grade(s): 7 8

Division(s): Intermediate

Cross-Curricular Expectations

H&PE

A1. Social-Emotional Learning (SEL) Skills, D3. Making Connections for Healthy Living

Math (Social-Emotional Learning Skills)

A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematics (Data)

Grade 7:

- D Data Collection and organization: D1.2 collect qualitative data and discrete and continuous quantitative data to answer questions of interest, and organize the sets of data as appropriate, including using percentages
- D Data Visualization: D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables and circle graphs, and incorporating any other relevant information that helps to tell a story about the data
- D Data Analysis: D1.6 analyse different sets of data presented in various ways, including in circle graphs and in misleading graphs, by asking and answering questions about the data, challenging

preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions

Grade 8:

- D Data Collection and organization: D1.2 collect continuous data to answer questions of interest involving two variables, and organize the data sets as appropriate in a table of values
- D Data Visualization: D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables and scatter plots, and incorporating any other relevant information that helps to tell a story about the data
- D Data Analysis: D1.6 analyse different sets of data presented in various ways, including in scatter plots and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions

Mathematics (Financial Literacy)

- F1.4 Financial Management (Gr.7): identify various societal and personal factors that may influence financial decision making, and describe the effects that each might have
- F1.5 Consumer and Civic Awareness (Gr.8): compare various ways for consumers to get more value for their money when spending, including taking advantage of sales and customer loyalty and incentive programs, and determine the best choice for different scenarios

Language

- Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
- Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features and elements of style associated with various text forms and genres. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

- Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Activity Description

Students explore how advertising techniques can influence their buying decisions related to food and everyday items. Guidelines for viewing and evaluating advertisements are created.

Learning Goals

I can analyze and evaluate advertisements using common advertising techniques and decide whether claims are misleading or untrue.

Materials

- Chart Paper
- Markers
- Sample Print Advertisements
- [Advertising Techniques](#)
- [Anticipation Guide \(PDF\)](#)
- [Power of the Ad Graphic Organizer \(PDF\)](#)

Key Concepts

- Decision-making
- How advertising affects our decisions
- Understanding the power to consume

Prior Knowledge and Skills

- The term "advertisement"
- The term "endorsement"

- The term "exploitation"
- The term "disinformation"
- The term "fraud"
- The term "influencer"
- The term "misleading"
- The term "misrepresentation"
- The term "status"

Minds On

- Display examples of print/online advertisements for food for students to reference. Students critically reflect on three ads using an Anticipation Guide (refer to Materials). The advertisements should show common advertising techniques.
- Guide a class discussion by having students share ideas and opinions after reflecting on each advertisement.

Action

- Provide a list of common Advertising Techniques (refer to Materials).
- In pairs (or small groups), students participate in a carousel activity, rotating to four different advertisements and completing a Graphic Organizer (refer to Materials) by analyzing and evaluating the four advertisements.
- The four advertisements should be different from the Minds On for variety, but you may wish to have students analyze the same ones.

Consolidation

- Have student pairs/groups share findings and discuss how they evaluated each advertisement in the carousel activity.
- Create a class chart with student guidelines for viewing and evaluating advertisements.

Debrief

- How might social influencers potentially impact an individual's spending patterns?
- After evaluating each advertisement, which product out of the four would you purchase? Justify your answer.
- Which advertising techniques do you think would have the most influence on various individual's spending decisions (e.g., people your age, people younger or older than you, adults)?