

# Europeana Learning Scenario

## Title

Advertisement in the Past and the present

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## Abstract

Advertisement is designed to influence the consumer. In order to make the students aware of its mechanisms it is necessary to enable the students to identify, to analyse and to critically evaluate the influence advertisement exerts on society. In this teaching scenario students are supposed to analyse British show-cards from the past to later find out whether advertising strategies have changed.

## Keywords

Advertisement, language, layout, AIDA, advertising strategy, influence, show-card

## Table of summary

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<b>Subject</b>	<i>English ,( Social Studies, Politics, Art)</i>
<b>Topic</b>	<i>Media Awareness - Advertising</i>
<b>Age of students</b>	<i>15-17</i>
<b>Preparation time</b>	
<b>Teaching time</b>	<i>200 minutes</i>
<b>Online teaching material</b>	
<b>Offline teaching material</b>	<i>Magazines, posters, glue, coloured pencils</i>
<b>Europeana resources used</b>	<a href="https://www.europeana.eu/portal/de/record/9200579/wq5dhk9v.html?q=Advertisement#dclid=1571833697115&amp;p=6">https://www.europeana.eu/portal/de/record/9200579/wq5dhk9v.html?q=Advertisement#dclid=1571833697115&amp;p=6</a> <a href="https://www.europeana.eu/portal/de/record/9200579/u6a8gu39.html?q=Advertisement#dclid=1571833697115&amp;p=12">https://www.europeana.eu/portal/de/record/9200579/u6a8gu39.html?q=Advertisement#dclid=1571833697115&amp;p=12</a> <a href="https://api.europeana.eu/api/v2/thumbnail-by-url.json?size=w400&amp;type=IMAGE&amp;uri=http%3A%2F%2Fogimages.bl.uk%2Fimage">https://api.europeana.eu/api/v2/thumbnail-by-url.json?size=w400&amp;type=IMAGE&amp;uri=http%3A%2F%2Fogimages.bl.uk%2Fimage</a> <a href="https://proxy.europeana.eu/2022365/Bristol_20Museums_2C_20Galleries_20_26_20Archives_emu_ecatologue_socialhistory_1">https://proxy.europeana.eu/2022365/Bristol_20Museums_2C_20Galleries_20_26_20Archives_emu_ecatologue_socialhistory_1</a> <a href="https://www.europeana.eu/portal/de/record/9200579/wn5qqcgk.html?q=advertisement#dclid=1571835863974&amp;p=20">https://www.europeana.eu/portal/de/record/9200579/wn5qqcgk.html?q=advertisement#dclid=1571835863974&amp;p=20</a> <a href="https://api.europeana.eu/api/v2/thumbnail-by-url.json?size=w400&amp;type=IMAGE&amp;uri=https%3A%2F%2Fiiif.wellcomecollection.o">https://api.europeana.eu/api/v2/thumbnail-by-url.json?size=w400&amp;type=IMAGE&amp;uri=https%3A%2F%2Fiiif.wellcomecollection.o</a>

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## Integration into the curriculum

Teaching foreign languages is based on abilities like reading comprehension, listening comprehension, speaking and writing. One of the key qualifications in order to develop these abilities is media literacy which enables the students to participate in the information and knowledge society and which must be systematically promoted. In dealing *with* media the pupils open up manifold possibilities for perception, understanding and shaping.

The students ...

- recognize and formulate their information needs,
- identify and use different sources of information,
- use new technologies for information gathering,
- review this information critical to the topic's relevance, factual accuracy and completeness,
- document their results,
- prepare for a presentation on media selection, outline, visualization and role distribution in a group presentation,
- use appropriate forms of presentation such as posters, PowerPoint / Prezi, radio play / podcast, film clip, scenic presentation and lecture,
- get and give their classmates a constructive feedback,
- use the received feedback purposefully for further presentations,
- work with learning programs.

## Aim of the lessons

The students are supposed to reach an awareness of advertising strategies in order to be able to make mature decisions.

## Trends

Collaborative learning, *Mobile learning*, *Peer learning* <http://www.allourideas.org/trendiez/results>

## 21<sup>st</sup> century skills

Critical thinking, Creativity, Collaboration, Media literacy, Social skills

## 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. If you are using any external documents, please scroll to the end of the document and add them to the Annex. Add more rows to the table if needed.

Name of activity	Procedure	Time
<b>Introduction</b>	The teacher provides a variety of different show-cards from the past from the Europeana platform and the students name the topic of the lesson.	5'
<b>Groupwork 1</b>	The students choose a show-card that appeals to them and then form a group with those classmates who chose the same poster. The students describe their first impressions of their show-card within their groups and give reason for their choice (list of keywords). The students try to identify the strategies used in advertising.	5' 10' 10'
<b>Groupwork 2</b>	New groups are formed in which there is an expert from each former group. The students explain their findings to each other and discuss them in order to find some general strategies.	20'
<b>Discussion</b>	In class the findings are collected and discussed. The teacher provides information about the AIDA principle and the students compare it with their results.	15'
<b>Groupwork 3</b>	In their original groups students look for contemporary adverts that cover the same topics (cigarettes, washing powder etc.) in English and American magazines and online. They point out in which way the advertising strategies have changed in the course of time.	25'
<b>Presentation</b>	They present their findings to the class. The findings are discussed.	20'
<b>Groupwork and Presentation</b>	In order to apply the strategies learned the students create their own adverts for a given object and present them to a "client" and try to convince him of their campaign.	90'

### Assessment

The students will be assessed according to their power to convince their "clients" during their presentation.

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

Add here the method with which your students will be able to give you feedback and discuss the lesson.

### Teacher's remarks

Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.

## About the Europeana DSI-4 project

[Europeana](#) 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](#) (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.

