



Session 19 “Creating an advertising campaign”

INTRODUCTION (10 MIN)

Energizer: Catwalk

Activity	<ul style="list-style-type: none"> Energizer “Catwalk” (DW Akademie MIL Guidebook, English Edition p. 84) 	10 ”
Objective	<ul style="list-style-type: none"> Students get an energetic start into the day, laugh and have fun Students recognize and interpret different stereotypes in advertising 	
Steps	<ul style="list-style-type: none"> 2” Divide the trainees into two groups. Each group forms a line and faces each other. The space between the two lines is the catwalk 2” Ask a volunteer from the first group to suggest a typical figure from advertising (i.e., a shampoo model, a happy homemaker, a sweet grandmother, an athletic family man, etc.) One after another, all the trainees in the second group then must act out that role on the catwalk. When they’re finished, have them reform their line 6” The member of the first group who made the suggestion then decides who from group two performed best. That person now gets to suggest a different stereotypical figure from advertising, which the members of group one have to act out on the catwalk. Continue this way for a few rounds. 	
Material		



Notes

BODY PART (70 MIN)

Trainer Centered: Presentation / Guided discussion Stereotypes in advertising

Activity	<ul style="list-style-type: none"> ● Presentation / Guided discussion 	20 ”
Objective	<ul style="list-style-type: none"> ● Students practice describing and interpreting photos and bringing forward arguments ● Students examine how advertising photos transport hidden messages about status, beauty, gender roles, desirable things etc. ● Students differentiate between text and subtext 	
Steps	<ul style="list-style-type: none"> ● 20” Show advertising photos that play on stereotypes. You can use a powerpoint using your own examples or show photos from newspapers or magazines. ● For each ad, first ask the students to describe the picture (content, colors, perspective etc.). Then ask them about the subtext of the photo: <ul style="list-style-type: none"> Who is the target audience for this advertisement? What feeling or mood does the photo convey? What stereotypes does the photo communicate (e.g., gender roles)? 	



MEDIA AND INFORMATION LITERACY

	<p>What “tools of persuasion” are used? What positive messages are presented? What negative messages are presented? What part of the story is not being told?</p> <p>Key outcomes of the discussion could be:</p> <ul style="list-style-type: none"> • Pictures in advertisements try to influence us on an unconscious or emotional level • Ad photos often show beautiful models in desirable situations. Through this combination of text and subtext, advertisements try to convince us of the positive effects of a product • The subtext of these advertisements often remains in the unconscious mind, e.g., “the most important life goal in our society is to become as beautiful and successful as the models”, or “happiness is a matter of clever consumption.”
Material	<ul style="list-style-type: none"> • DW Akademie MIL Guidebook • Photos or PowerPoint presentation with photos • Flipchart paper • Markers
Notes	



Create: Active Media Work **Creating a photo and slogan for an imaginary advertising campaign**

Activity	<ul style="list-style-type: none"> ● Group Work 	35 ”
Objective	<ul style="list-style-type: none"> ● Students reflect on advertising stereotypes and create their own ads or “counter ads” ● Students recall and apply composition rules for photos (e.g., rule of thirds, contrast, perspective, framing, leading lines, cropping, etc.) ● Students practice working with photo editing apps and share their knowledge and skills 	
Steps	<ul style="list-style-type: none"> ● 5” Explain that the students will work in groups to create their own advertising campaign. Each campaign should consist of a photo and a slogan. They can either create a real ad for an imaginary product, or create a “counter ad”, a parody of advertisement stereotypes ● Instruct the groups to plan their campaign before they begin production. They should try to think of everything beforehand: the people in the photo, their poses or roles, the location for the photo shoot, the camera perspective and field size, the slogan to go with the picture etc. They can even make a few sketches or rough drafts before they start taking their advertising photo ● 25” Supervise the group work, check on their progress and give the students tips. Help them edit the photographs with a photo editing app 	



MEDIA AND INFORMATION LITERACY

	<ul style="list-style-type: none"> ● 5" Ask the students to upload their ad photos and slogans to the Facebook group
Material	<ul style="list-style-type: none"> ● Worksheet "Creating counter-ads" ● Projector ● Computer Worksheet "Creating counter-ads" ● Smartphones or digital cameras ● Wi-Fi
Notes	<ul style="list-style-type: none"> ● Create the worksheet "creating counter-ads"

Trainer Centered: Feedback Photos and slogans for imaginary advertising campaigns

Activity	<ul style="list-style-type: none"> ● Feedback discussion 	15 "
Objective	<ul style="list-style-type: none"> ● Students examine and evaluate their ad photographs ● Students practice giving constructive feedback ● Students improve their skills at analyzing photos ● Students reflect on advertising stereotypes, the ethics of photo editing and manipulation 	
Steps	<ul style="list-style-type: none"> ● 15" Ask your students how they experienced the exercise. Ask for volunteers who would like to get feedback from the group for their photos 	



MEDIA AND INFORMATION LITERACY

	<ul style="list-style-type: none"> ● Remind the class that feedback should always start with something positive, be specific and focus on things that can be changed ● Discuss some, or all, of your students' photos, depending on time
Material	<ul style="list-style-type: none"> ● Projector ● Computer ● WiFi
Notes	

CONCLUSION (10 MIN)

Open questions, Summary & Conclusion or Energizer “Bulls and bears”

Activity	<ul style="list-style-type: none"> ● Conclusion, reflection, open questions or: Energizer: “Bulls and bears” 	10 ”
Objective	<ul style="list-style-type: none"> ● Students reflect on advertising stereotypes ● Students end the session in a fun way 	
Steps	<ul style="list-style-type: none"> ● 10” Sum up the session with your students, ask for open questions and help them to reflect on their learning experience ● Or: ● If you have enough time, play the energizer “Bulls and bears”: ● 3” Divide the students into three groups. The groups should stand together. Describe the movements and the sounds of the bulls and the bears: 	



MEDIA AND INFORMATION LITERACY

	<p>Bulls: Raise your hands to your head to represent the horns and “mooo” loudly</p> <p>Bears: drum your fists on your chests and growl loudly</p> <ul style="list-style-type: none"> • 2” Each group now secretly decides, which animal they will all represent together • At your command (e.g., “3 – 2 – 1”) all groups now imitate the animal they agreed on • If one group was the only one to choose one animal, it gets a point (e.g., if two groups chose bears and one group chose to be bulls, the bulls get the point) • 5” The second, third and fourth rounds begin, and the groups secretly agree on which animal they want to represent this time
Material	
Notes	

ASSESSMENT

- Attendance
- Participation in discussions and group work
- Result of active media work (content, creativity) ...