Class/grade: 4  Age group: 9-10
School: Wildwood School  School code: 2068
Title: Convince Me!
Teacher(s): Melidis/Wiedegreen
Date: May - June 2013
Proposed duration: number of hours 2 everyday over number of weeks 5.5

Planning the inquiry
1. What is our purpose?
To inquire into the following:

- Transdisciplinary theme: HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

- Central idea: Advertising and mass media influence how we think and the choices we make.

Summative assessment task(s):

What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

In small groups, the students will create a commercial (to be recorded by them). The purpose will be to use advertising techniques we discussed in class to try to convince their target audience to buy their product. We will watch the commercial as a class. As a result of this summative assessment, the students will begin to have a greater understanding of how advertising and mass media influence society as whole, and the lengths they go to for children as their target audience.

Assessment tool:
Performance based product (videotape),
Evaluation Method: rubric (teacher based),
Communication/Feedback Method: letter grade and verbal report

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2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Related concepts: Function, Change, Responsibility

What lines of inquiry will define the scope of the inquiry into the central idea?

1. The purpose of advertising
2. The types, styles, and locations of advertisements
3. The power of visual communications (logos, trademarks, signs)

What teacher questions/provocations will drive these inquiries?

1. What is advertising?
2. Where do you see advertisements?
3. What is a logo?
4. What makes you feel like you need something?

Provocations:
- Show pictures of logos
- Students will bring in visual advertisements
3. How might we know what we have learned?

*This column should be used in conjunction with “How best might we learn?” (#4 Learning experiences)*

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

- Locate examples of advertisement and the techniques used. Students will need to access their own examples of advertising discussed in class.

- Students will be responsible to self-assess their own oral presentation from their examples.

- Along with the performance based rubric for the teacher, the students will also be responsible to self-assess their own summative assessment performance.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

*Formative assessments:*

1. *Class discussion on the purpose of advertising. People advertise to sell products, get a message out, etc.* (Class discussion)

2. *“Magazine Scavenger Hunt”. Students will look through various magazines and discuss with their groups the different types, styles and locations of advertisements.* (Teacher observation)

3. *“Investigate your Peers” activity. Students will look at each others clothing and pair and share about logos, trademarks, and signs. Class can then make a tally chart of the most popular/common findings.* (Class discussion)
4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- The students will be given a checklist of different advertising techniques, to see how many of them they are familiar with.

- The students will be responsible for providing examples of advertising techniques they have been exposed to, to make sure they understand what is on the list.

- The students will bring in different advertisements and be required to answer related questions (purpose? Audience? Technique?)

- The students will be given a checklist to complete outside of school and provide examples of advertisement they have seen or been exposed to (types and locations)

- We will create a T-chart to compare the differences between audio and visual advertisements.

- Students will look through magazines and newspapers for examples of opinion-shaping ads and cut them out.

- Search websites on ads and advertising

- Try to locate false advertising

- Students create their own commercial selling an idea or product. They will have to follow rubric guidelines and be able to make clear-purpose, item, audience, technique

- Search for global advertisements similar or completely different than the US.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Skills: Communication skills: Through viewing the students will interpret and analyze visuals and multimedia; understand the ways in which images and language interact to convey ideas, values and beliefs; and also make informed choices about personal viewing experiences. Research skills: Based on the information collected, students will be able to interpret data by drawing conclusions from relationships and patterns that emerge from organized data. They will also present research findings by effectively communicating what has been learned; choosing appropriate media. Social skills: The students will be required to be cooperative in learning groups with the members of their own group, as well as, members of other groups.

Learner Profile: Communicators: The students will show they are communicators by displaying how they understand and express ideas and information. Also, by working effectively and willingly in collaboration with others. Knowledgeable: The students will show they are knowledgeable by exploring concepts, ideas, and issues related to advertisement. By showing the awareness of advertising strategies and techniques, the students will show that they know and understand how the advertiser is trying to persuade them. They will be able to make informed choices on how the advertisement may or may not affect them.

Attitudes: Creativity - Students learn that advertisements must be original, unique and creative to appeal to a certain audience. Confidence - Confidence is discovered throughout the unit. Advertisers must have to confidence to “sell” their product or to get their message out. Enthusiasm - Advertisers must be enthusiastic about whatever they are advertising.

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5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

-Books: Library supply on advertising and media
-Magazines: Zillions, Time for Kids, Scholastic News
-Ads from: billboards, newspapers, magazines, tv, internet
-Websites: pbs.kids.org, zillions.org, google(advertising for children)

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

-The students will be asked to collect or make note of advertisements they come across. They will be asked to look for advertisements all around them: on the street, in stores at home, in the mail, etc.
-The bulletin board will be composed of common visual advertisements that appeal to the students.
RELFECTION

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Date: June 2013

In the beginning of the unit, we had a class discussion about advertising and the purpose of advertising. We also discussed mass media and how it affects society. Students discovered different types of advertising, different styles, and different purposes during the activities in class. One activity was the “Magazine Scavenger Hunt” in which students were able to get a first-hand look at how the media impacts consumers.

Another activity which was beneficial to students was the “Partner Investigation”. The students had fun investigating each others clothing because they were actually able to see the most common logos, brands, etc. This informed the students about how the design of logos also impacts the decisions of consumers.

The unit was concluded with the creation of student commercials/advertisements. The students made their own commercial in groups using some advertising techniques they learned in class and have seen on television. We recorded the commercials and watched them as a class (which was very fun).

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

*I would like to improve the third line of inquiry by inviting an advertiser to come into the classroom and SHOW the students the power of visual communication.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Central Idea: Advertising and mass media influence how we think and the choices we make.

Theme: HOW WE EXPRESS OURSELVES

Evidence of connection:

Students express themselves everyday through logos and labels. Even at this age, they already are impacted by the media and by advertising. They learned how to “step into the shoes” of an advertiser, by creating their own commercials, and what strategies are effective in catching the viewer's attention.
7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

• Develop an understanding of the concepts identified in “What do we want to learn?"

**CONCEPT 1:** Function - Students learned how advertising works through the activities of the unit. They discovered how different styles and techniques of advertising works and its purpose. The creation of their own commercials aided in this because they were the advertisers trying to impact their audience.

**CONCEPT 2:** Change - Advertising changes according to the trends of society. Advertisers must know the consumers to be able to impact their decisions. Through class discussions, students inquired about how advertising has changed over time. They were able to see how advertising was much different when their parents were their age, than now. Technology plays a huge role in advertising now.

**CONCEPT 3:** Responsibility - Advertising can get out of control sometimes and students must know what their responsibility is to make the right choices. Throughout the unit, students inquired and discussed the various ways in which people try to get messages out or try to see products. False advertising was also brought up. Mass media plays a big role in influencing young consumers, so student learned what their responsibility is to make the right decisions about the media.

• Develop particular attributes of the learner profile and/or attitudes?

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**Attitudes:** Creativity - Students learn that advertisements must be original, unique and creative to appeal to a certain audience. Confidence - Confidence is discovered throughout the unit. Advertisers must have to confidence to “sell” their product or to get their message out. Enthusiasm - Advertisers must be enthusiastic about whatever they are advertising.

**Skills:** Demonstrate the learning and application of particular transdisciplinary skills?

**Communication skills:** Through viewing the students will interpret and analyze visuals and multimedia; understand the ways in which images and language interact to convey ideas, values and beliefs; and also make informed choices about personal viewing experiences. **Research skills:** Based on the information collected, students will be able to interpret data by drawing conclusions from relationships and patterns that emerge from organized data. They will also present research findings by effectively communicating what has been learned; choosing appropriate media. **Social skills:** The students will be required to be cooperative in learning groups with the members of their own group, as well as, members of other groups.
8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Student questions

1. What is advertising?
2. What is mass media?
3. Why do they always use “good looking” people or famous people to sell things?
4. Can you advertise anything, anywhere, or anytime? Are their rules?
5. How much money do Super Bowl commercials make?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Students continued to create scripts for commercials in their daily journals.
Teacher Notes:

Next year, I would like to have an advertiser come in and speak to the students about advertising and the impact it has on society.