

AD-VANTAGEOUS CLEANERS

Life Skills

- ◆ Recognizing & Creating Reliable Advertisements



LESSON ONE: HHPS - HAZARDOUS HOUSEHOLD PRODUCTS

KEY CONCEPT:

Students learn about important components of effective advertising.

SUBJECT MATTER OUTCOME:

Students will make an ad for their newspaper to promote the environmentally safe product they created in *Lesson 1, Activity 3*.

TARGETED AGE: 5th Grade

TIME NEEDED: 45-60 minutes

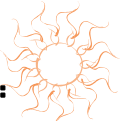
MATERIALS NEEDED:

- Magazines and newspapers
- Editor's TIP SHEET on "Using Graphics and Advertising"
- Materials for creating an advertisement (markers, crayons, paint, paper, etc.)

ADVANCE PREPARATION:

Review *Project Overview* and *Background Basics*

FLORIDA SUNSHINE STATE STANDARDS:



- | | |
|------------|------------|
| HE.B.2.2.1 | LA.D.1.2.2 |
| HE.B.3.2.2 | LA.D.2.2.1 |
| HE.C.2.2.1 | LA.D.2.2.3 |
| LA.B.2.2.3 | LA.D.2.2.5 |



LET'S BEGIN

Today, we are going to create advertisements for the products we've created. Before we start, let's decide what a "good ad" and a "bad ad" look like.

Here are newspapers and magazines for you to look through. Look for ads that catch your attention. Find the BEST and the WORST. Cut or tear them out and hold onto them. You have about 10 minutes to look. *Pass out magazines and newspapers. While students are perusing the magazines, create 2 concept map bases on the board. At the end of ten minutes, or when everyone has an ad, begin the concept map discussion.*

Now, take out the ads you thought were the best. Think about what makes these ads worthy of being in "The Best" category. Look at the ad that you have chosen as your favorite and come up with a few reasons why you chose that one. What makes these ads interesting? *Fill in concept map as students respond (examples: colorful, endorsements by famous people, already like the product, etc.). This will help students see what to include when they create their own ad in the next activity. Repeat this process for the worst ads in order to help students see what to avoid.*

Let's take a minute to ask ourselves the six media questions.

- | | | |
|----------------------------------|---------------------------------|--|
| 1. Who is the author or sponsor? | 2. Who is the audience? | 3. What is the purpose? |
| 4. What is the message? | 5. What information is missing? | 6. What techniques are used to attract your attention? |

Why are these questions important when looking at advertising?

Now you are going to work on your ads. Choose one of the safe cleaning products you created. Even though you created the cleaning products as a group, each person needs to create his/her own ad so that you have it for your newspaper. *Pass out art supplies and the handout "Using Graphics and Advertising."*

Remember, we tested our products for validity and reliability. We also need to create ads that are valid and reliable. You can't claim that it removes every stain if that is not true. It may remove many stains, but, unless you've tested all the things that cause a stain, you can't make that claim.



EXTRA! EXTRA! THINK ALL ABOUT IT!

LET'S REFLECT

1. Which was easier - choosing the best or the worst advertisements from the magazines/newspapers? Why do you think that was?
2. What steps did you use to create your ad?
 - Layout, information, captions, etc.
 - What characteristics did you choose to include in your ad?
 - What problems did you have while making your ad? How did you solve these problems?
3. Have you ever purchased something that was advertised as doing something great, but when you got it home, it didn't work the way you thought it should? How did that make you feel?

LET'S APPLY

1. Review the six media questions. How can you use these questions next time you see a commercial or print advertisement?
2. What types of information give products credibility (valid and reliable statements)? How can you figure out the source and purpose of advertising?
3. Think about a product that a celebrity you like has done a commercial for. Why do you think advertisers chose that person to help sell their product? What if they had used someone you didn't know?

IN TODAY'S EDITION...

FROM THE EDITOR'S DESK

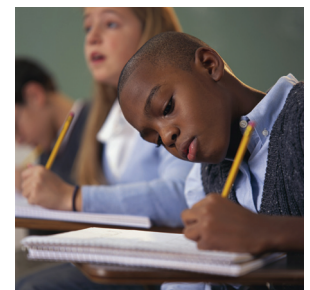


This assignment is part of a series of newspaper-related pieces that each student will include in his/her own Children's Environmental Health Newspaper. At the conclusion of this unit, students will bring the newspapers home to educate parents and other family members about the possible dangers in their own environments.



Need more ideas? Below are activities that can be integrated into this lesson for a challenge or to provide variety.

- *Have students hang their ads in the school hallway. Let other classes judge them on best use of color, best use of text, and best overall.*



NOTES: