**Persuasive Visual Media Lesson Plan**

**RATIONALE: This lesson is designed for Gr.10 English students. It is designed to cultivate critical thought vis-à-vis visual media and to address several PLOs, specifically A3 and B2:**

A3: listen to comprehend, interpret, and **evaluate** ideas and information from a variety of **texts**, considering –

-purpose- messages – tone – structure–effects and impact – bias

B2: read, both collaboratively and independently, to comprehend a variety of **information** and persuasive **texts** with some complexity of ideas and **form**, such as ---

- magazines, and newspapers

– advertising and promotional material

**OBJECTIVES:**

**To encourage students to critically analyze persuasive visual images in advertising. To alert students to visual semiotics. To help students discuss, comprehend, and evaluate media while making connections to their personal experiences.**

**OPENING:**

**Show a TV commercial (Diet Coke) and ask students to write responses in their journals.**

**Students pair up and discuss their own favorite commercials and why.**

**Teacher will lead class discussion on intent, purpose, tactics, and symbols.**

**ACTIVITIES:**

**Students will work in groups of 3-4. Teacher will distribute selected magazine ads to groups of students and ask them to discuss and answer the following questions:**

* **How do these make you feel?**
* **Who created the message?**
* **Why was the message created and disseminated?**
* **What visual techniques are used to create impact?**
* **How might different people experience the message differently?**
* **Does it reflect real life/real people?**
* **Who is represented (gender, ethnicity, social status)?**
* **What values, lifestyles, and points of view are represented or omitted?**
* **What questions does it provoke?**

**Students will present their ads and collective analysis to the class. Teacher will lead discussion on ethics and thorny issues.**

**CLOSURE:**

**Find and show some examples of students’ favorite commercials (based on opening exercise).**

**Have students consider and jot down whether they look at these differently now.**

**EVALUATION/ASSESSMENT:**

Teacher will informally assess group dialogue and presentations.

A homework assignment for summative evaluation could be to have students choose one print ad or TV commercial and prepare a written analysis of it.

**MATERIALS/RESOURCES: computer, magazines**

**TIMING: 60 minutes**

**Opening 15 min.**

**Activity 30 min.**

**Closing 15 min.**

**\* An additional activity that would likely have to be done in a subsequent class, for time constraints, would be to have students create their own advertisement/commercial for a given product.**