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LESSON PLAN

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Name of the lesson	Advertising and consumer behavior
Identification of educational needs	Our work with groups of unemployed adults under the age of 29, with low skills or low qualifications, showed how it is possible to stimulate interest in consumerism and how these people are disposable to participate in consumer education programs. Interest is shown both in themes that are easily identifiable, in common knowledge, such as advertising - protecting the environment - nutrition, and towards others that are more complex and personal, such as managing the family budget..
Educational objectives	1. Use language in a positive manner and in a creative way (for example through metaphors to better express oneself). <u>Communication in mother tongue</u> <ul style="list-style-type: none"> ✓ <u>Expression of opinion, experiences and attitudes in a positive and clear way;</u> ✓ <u>Conveying information to others in a simple and unambiguous way;</u> ✓ <u>Distribution of messages clearly and concisely, in a way that connects with the audience;</u> ✓ <u>Understanding instructions, making requests, asking questions.</u> 2. Ability to criticize and decode advertising: learn new possibilities (understand how it is possible to learn to perform tasks that are never addressed and how important it is to know how to do it) (Social and Civic Key Competencies).
Materials	Case Study: Advertising and consumer behavior <ul style="list-style-type: none"> - Magazines and advertisements of social media - Pens or pencils - Notebooks or sheets
Duration	90 minuts

Link to useful resources	https://www.easa-alliance.org/ https://books.google.it/books?id=NAfcCgAAQBAJ&pg=PA20&lpg=PA20&dq=decodificare+la+pubblicit%C3%A0+eu&source=bl&ots=rA1m2sOx65&sig=ACfU3U3gomjHIMNNjRfVcOpubaLnpWb1QA&hl=it&sa=X&ved=2ahUKEwjDs7D9_7LmAhVR4qQKHf07CHgQ6AEwB3oECAoQAQ#v=onepage&q=decodificare%20la%20pubblicit%C3%A0%20eu&f=false https://eur-lex.europa.eu/legal-content/IT/TXT/HTML/?uri=LEGISSUM:132010&from=IT https://www.youtube.com/watch?v=tGO5TibZobQ https://www.youtube.com/watch?v=rbQOb4dHXys
Content of the Case Study	<p>Two girls want to buy a mascara but they have different attitudes for money and for purchases. One asks the seller for help and says how much she can spend, the other wants the one she saw in television, she is so sure it's the best that "challenges" her friend to make a comparison. The photographic challenge shows the differences so declaimed by the publicity were not found.</p> <p>Advertising knows how to influence consumers' choices, it is therefore necessary that consumers learn to decipher it.</p>
Questions of the Case studies	<p><u>Question n. 1</u> In the case presented, according to you, which of the two girls behaved consciously?</p> <p><u>Question n. 2</u> When you want to make a purchase, do you first discover the different offers on the market or do you go directly to buy in a place you like?</p> <p><u>Question n. 3</u> How much do you think you are influenced by advertising?</p> <p><u>Question n. 4</u> If you buy a product and only after the purchase do you see that it does not have the features presented by the advertisement, what do you plan to do?</p> <p><u>Question n. 5</u> How many types of advertising do you know?</p> <p><u>Question n.6</u> What is the difference between advertising and marketing?</p>

INSTRUCTIONS

1. Presentations and group climate creation (10')

The first 10 minutes are dedicated to the formation of the group and, after a brief presentation of the teacher and of the course, the trainer will ask that each participant present itself, if they believe to be influenced by advertising and it is also interesting to ask everyone if there is an advertisement that has particularly affected them or if there is one that they remember without even knowing why. Finally the trainer asks their expectations about the course.

2. Presentation of the case study (15')

The next 15 minutes are dedicated to the presentation of the case study and to the history of advertising. This part will be exposed through a Power Point program that facilitates both the learning and the level of attention with the use of images. The history of advertising is easily transmitted with this tool as by its nature it is based on images and videos.

Unfortunately, often people with a low level of education tend to think that they are unable to follow a lesson that presents a path that is also cultural and adapts themselves to being on a minimum level of information search. It is therefore important to include the messages transmitted to them in a cultural setting. The message that passes is that what has not been done before can still be done.

3. Theory and technique (15')

After having seen in class a series of television commercials (old and current), some slides of paper advertising are presented and some of the most evident advertising techniques are described, ranging from the use of color to the choice of jingle.

4. Cooperative learning (30')

The teacher divide the class into subgroups for the teamwork. To divide the class into subgroups teacher can choose different criteria and this is at the discretion of the teacher, he/she teacher can choose to divide by:

1. heterogeneity of the level of knowledge (the subgroup in this case needs more support and the risk is that someone collaborates less)
2. homogeneity of the level of knowledge (the subgroup is facilitated in the work and the teacher will have to supervise to stimulate)
3. randomness
4. the preference of the students (usually they choose the companions based on affinities)

Distribution of the work of each sub-group

A) Each subgroup will elect a spokesperson to present in the plenary the work of the group he /she represents

B) Each subgroups will have a different advertising to be analyzed based on the following form:

- what are the predominant colors;
- what those colors convey;
- to whom is addressed the message;
- what the message is.

C) Tools: students can use the material they brought from home (magazines and posts from social media such as Facebook) or procured by the teacher.

At the twentieth minute the trainer will finish the group work and each spokesman will present in plenary what has been achieved. The trainer will give feedback to each group.

5. Demonstration (10')

Using advertising taken from magazine, invite students to identify what they consider to be misleading. Some volunteers will present their considerations to the classroom.

6. Assessment of the learning outcomes (10')

Educational objectives:

1.Ability to criticize and decode advertising: learn new possibilities (understand how it is possible to learn to perform tasks that are never addressed and how important it is to know how to do it) (**Social and Civic Key Competencies**).

In order to assess development of Social and Civic Competences the teacher can create a grid that facilitates the evaluation by inserting the elements that he/she considers significant for the purpose of the evaluation itself . As example:

ASSESSMENT OF THE DEVELOPMENT OF CIVIC AND SOCIAL COMPETENCES		
Level One	Level Two	Level Three
He/she has understood that advertising modifies reality in order to improve product quality	He understood that advertising modifies reality in order to improve the quality of the product and recognizes how it does it	He understood that advertising modifies reality in order to improve the quality of the product and recognizes how it does it and understands the underlying strategy
Describes the different types of advertising based on distribution channels (TV, radio, print, telematics, road ...)	He/She knows which different strategies are used based on the transmission channels if helped	He/She knows which different strategies are used based on the transmission channels and know how advertising works (what are the basic mechanisms, such as the use of color, music ...)
Explain the differences between the types of advertising with the help needed	Use some knowledge gained in the examination of advertisements	Using the knowledge acquired during the course, he/she is able to analyze advertisements independently.He/she knows correlation between factors of

		daily life and he/she is able to decode the advertisement
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Table n.1. Observation sheet for assessment of Social and Civic Competencies

Educational objectives: Use language in a positive manner and in a creative way (for example through metaphors to better express oneself) (**Communication in mother tongue**)

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE		
Level One	Level Two	Level Three
Participates in a discussion when asked, although the student uses poor vocabulary in the native language, he/she has	Voluntarily participates in a discussion and he/she has greatly improved his/her expressive ability	Actively participates in a discussion and generate good ideas
Conveys a messages to other students	Conveys messages and adds an opinions to other students and teacher, but only uses a concrete language	Conveys message to other people and teacher, is able to justifies his/her opinions and use abstract language to better explain itself
Expresses an opinion, experience and attitudes by less coherent way	Expresses an opinion, experience and attitudes by coherent way	He/She is able to explain what he learned, to search for and process informations and he/she is able to decode the advertisements

Table n.2. Observation sheet for assessment of Communication in Mother Tongue