

Topics



Age category



15+

Group size



up to 30

Time



60 minutes

30 Advertising Agency

Topics: **media literacy,**
digital citizenship, critical thinking

Recommended age group: 15+

Participants count: up to 30 participants

Activity duration: 60 minutes

Methods of education: simulation, discussion, group work, reflection

Aims of the activity:

- understand the basic processes and tools used in the creation of advertising,
- be able to notice the goals pursued by ad creators,
- describe how advertising affects us in everyday life,
- realise the impact of advertising on one's own consumer behavior.

Equipment: projector, computer, internet connection, suitable advertisements, printed worksheets for participants

Keywords: advertising, advertising analysis

Activity process:

1. We draw participants in with a story. *"Welcome to an advertising agency that creates advertising campaigns for small retailers, but also for large global brands . We are looking for people who have attention to detail, pay attention to advertising and can estimate what to focus on in advertising and what affects people. During our meeting, we will show some ads that we are exposed to every day, analyze them and evaluate their impact, but we will also look at the elements that marketing magicians use to influence us."*

2. We will distribute a worksheet to each of the participants (Annex 1).

3. We will show a sample of the advertisement to the participants (1 to 2 times, it may relate to the product or brand that we focus on or want to point out).

Advertisement examples:

Rohlik.cz: https://youtu.be/dh_qEwMvIBU

Teta drogéria: <https://youtu.be/F0vuCQ7EpaU>

Kofola: <https://www.youtube.com/watch?v=jwpplq5ci1s>

T-Mobile: <https://www.youtube.com/watch?v=Gg1LHXNFbWQ>

Hornbach: <https://www.youtube.com/watch?v=KiXewx79yAk>

Absurdné reklamy: <https://www.youtube.com/watch?v=Jljh4sCHovk>

Possible advertisement search words: best ad, best video ad, ad of the year, ad (product/brand name)

4. Participants will work on a worksheet assignment (Annex n. 1) with the presented advertisement as a reference.

5. Together we go through the completed assignment and motivate the participants to answer in the following questions in a discussion:

1. *What elements did you identify in the ad?*
2. *Would you buy the product / service? If not, why? If yes, why?*
3. *Who is the ad targeted at?*

6. We commend the participants for their effort to analyze the advertisements. As employees of an advertising agency, they could make proper use of these facts.

7. We will perform a final analysis of the first part of the activity using the questions below.

Final analysis of the first part of the activity (Debrief):

- *What do the elements that the ad uses evoke in you?*
- *Why did the creator of the ad choose to work with these elements?*
- *What are all the ways in which can this advertisement reach the recipients (TV, radio, print media, leaflet, billboard, online: social networks, news servers, influencer blogs, ...)?*
- *Does this ad contain misleading claims or unrealistic / deceptive visuals?*
- *Does this ad have a purpose other than to sell a specific product / service? (Often yes, eg increase awareness of the brand, person, company, etc.)*

8. Theoretical basis for the final summary of the first part of the activity, which relates to perception and information processing, can be found in section 1.2 Human Perception of the Handbook (Un) Safely in the Net.

9. We will bridge to the next part of the activity: *"Now we have gone through a specific advertisement. We went through the individual elements that are often used in advertising. In the next section, we'll look at advertising in greater detail."*

10. We will hand out worksheets to the participants (Annex 2). Their role will be to share their opinions and attitudes in pairs or small groups and discuss the issues from the worksheet (Annex 2).

11. We will perform the final analysis of the second part of the activity. The lecturer may point to cognitive biases that often occur in our information processing. They are contained in section 1.2 of the Handbook (Un)safely in the net.

Final analysis of the second part of the activity:

- *Which of the questions did you discuss the longest?*
- *What did you realize during the discussion?*
- *Are you influenced by advertising?*

12. We will evaluate the work in groups, appreciate the observations and suggestions of the participants, as well as their involvement during the assignment.

Activity variations:

- The number of ads that the lecturer shows to the participants depends on time allocation and the learning objectives.
- The activity can be divided into two separate activities (1st activity = points 1 - 8 and 2nd activity = points 9 - 12). In this case, it is necessary to reserve a time allocation of approximately 60 minutes for the first part and 30 minutes for the second part of the activity. With a higher number of participants, the final analysis and evaluation of activities is more time-consuming.

ANNEX

Annex 1

Try to analyze your ad and focus on the individual elements that often appear in your ads. Alternatively, find others that aren't mentioned and are often used in ads.

Which of the following elements does the ad contain? Give a specific example.

- joke, humor, exaggeration
- beauty, youth, fun
- children, satisfaction, well-being, health
- wealth, success, free time
- easier trips, saving time - *"You will never have to vacuum for so long! With robulux you can read or take care of your children instead of vacuuming,..."*
- music, subliminal stimuli, experience or amazement
- negative emotions - fear, envy, aggression, hatred
- the uniqueness of the product - *"After using our product, your world will change!"*
- inducing the feeling, that all that the customer needs to be happy is to buy the product
- targeting the needs of the person - someone has dandruff, someone has a problem with sweating, etc.
- constant repetition of the product name
- use of superlatives - e.g. the best, the tastiest, the cheapest, etc.
- addressing the viewer - *"Refreshment like you have never experienced before! Get to know the real freshness ..."*
- good looking women / men
- *"scientists have proven"* - support for scientific research (often contrived/distorted)

Annex 2

- How does advertising affect a person's life?
- How does advertising directly affect you?
- When was the last time you purchased a product / service because of an ad?
- Which ad do you like? Why?
- Which ad do you dislike? Why?
- Can ads be helpful?
- Where do you most often see ads targeted to you?
- Ads for which products / services may appear:
 - *on commercial television during children's cartoons?*
 - *on commercial television before the start of a horror?*
 - *in a print magazine for women focusing on a healthy lifestyle?*
 - *in printed newspapers that are distributed free of charge to mailboxes?*
 - *in a car magazine?*
 - *in a magazine in an airplane for 1st class passengers?*
 - *on a commercial radio, where they play mostly folk music?*
 - *on billboards on the highway?*
 - *at a punk music concert?*