

Activity 29: What's in an advertisement?

Aim

- To enable students to analyse in a critical manner the intended message of an advertisement.

This activity contributes to:

Assessment outcomes English 4.3, 4.4; H&PE 4.6, 5.7

Worksheet Worksheet 29: What's in an advertisement?

Requirements

Provide a range of media advertisements for students to analyse.

Access to the Internet.

Teacher guidelines

- 1 Before beginning the activity, it could be valuable for students to work in groups to analyse which advertisements in general they have found memorable and why. Advice could be sought from the media teacher.
- 2 Discuss with students any recollections of SunSmart TV advertisements, encouraging them to consider the target audiences and effectiveness of each advertisement.
- 3 Students could find recent newspaper or magazine articles relating to skin cancer, hole in the ozone etc. and discuss the effectiveness of the article.
- 4 Distribute Worksheet 29: 'What's in an advertisement?'

Instruct students to use the following website to answer the questions on the worksheet.

Media campaigns and advertising - SunSmart (Victoria) ,www.sunsmart.com.au/browse.asp?ContainerID=1524>.

Worksheet 29: What's in a SunSmart advertisement?

Use the following website to complete the table below.

Media campaigns and advertising - SunSmart (Victoria)
www.sunsmart.com.au/browse.asp?ContainerID=1524.



Advertisement	Main message	Target groups	Reason for developing the advertisement
1980s <i>Slip! Slop! Slap!</i>			
1990s <i>Leave your hat on</i>			
1990s <i>How to remove a skin cancer</i>			
2000 <i>Timebomb</i>			
2003 <i>Tattoo</i>			

1 What are some of the reasons for developing advertising campaigns?



2 Which advertisement do you think has most impact today for:

- a) young people (18–29 years) _____
- b) primary school students _____
- c) secondary school students _____
- d) older people _____

Worksheet 29: What's in a SunSmart advertisement? (cont.)

- e) working people _____
- f) unemployed people _____
- g) country people _____
- h) city people _____
- i) people who have English as a second language _____

4 What is the main theme of the messages in the advertisements?

5 a) Describe the images used in promoting the message of the advertisement.

b) What impact would these images have on particular target groups? Why?

6 List the things in the advertisement which help to get people's attention and which get the message across, e.g. novelties, gimmicks, colour.

7 How effective do you think each advertisement is in getting its message across?

Circle the number that you believe corresponds to the effectiveness of each advertisement.

Advertisement	Effectiveness rating				
	1 = hardly effective				5 = very effective
1980s <i>Slip! Slop! Slap!</i>	1	2	3	4	5
1990s <i>Leave your hat on</i>	1	2	3	4	5
1990s <i>How to remove a skin cancer</i>	1	2	3	4	5
2000 <i>Timebomb</i>	1	2	3	4	5
2003 <i>Tattoo</i>	1	2	3	4	5

8 Which advertisement have you chosen to be the most effective? Explain why you think this is the most effective advertisement.

