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Learning Activity :

Students will study political advertising

Audience : Grades 5 to 10 students

- Grade 5: the government and institutions of Canada reflect the challenges of our regional diversity.
- Grade 6: media can positively or negatively impact our understanding of important issues and events.
- Grades 2 to 8: Dance, dramatic arts, music and visual arts each represent a unique language of creativity and communication.
- Grade 10: the development of political institutions is affected by economic, social, ideological and geographic factors.

Overview:

Students will analyse British Columbian electoral advertising

Core Competencies: *the student will be able to:*

Grades 5 to 10: Use competencies and investigative processes associated with human and social sciences to ask questions, collect, interpret and analyse ideas; communicate their results and conclusions.

Grade 10 SS: How art, media and innovation give rise to additional information about a collective identity.

Grades 5 to 10: Ask questions, corroborate inferred deductions and draw conclusions on the content and provenance of a variety of sources, including mass media (testing).

Core Competencies (*Critical thought*)

Analysing:

I can determine the criteria to use to analyse information.

I can analyse information from various viewpoints.

I can consider my own thoughts, my works and my actions, and assess them.

Questioning and investigation:

I can assess the credibility of sources of information.

I can distinguish between a fact and the interpretation of a fact, an opinion and a decision.

Overview:

After initial familiarisation with propaganda, students will have acquired the vocabulary and understanding needed for the process below.

- 1) The teacher will show students an advertising unit from a well-known organisation. For example, on YouTube: “How McDonald’s prepares burger for advertising”.
- 2) Starting questions: What do you see? Why is that your answer? How has this information affected you? Who is the intended viewer? Who created this message? Do you encounter this message elsewhere in your daily life? In what way is this linked to politics?
- 3) Students will read the CBC article relating to negative advertising. Students will discuss it in groups using the questions: What is the author’s message? How this does affect your perspective?
- 4) Students will watch and analyse an advertising unit that relates to the Liberal, Green and NDP Parties of British Columbia, using the table and the study form below.

**A follow-up activity: Use newswise.ca Fake News Lesson Plan*

Suggestions for activities that incorporate inquiry-based learning:

What advertising methods are available to politicians to guide their campaigns?

Self-guided study questions:

Suggested activities for improved understanding:

- Search a candidate’s websites to examine his responses to an issue.
- Participate in a variety of campaigns
- Visit a candidate’s campaign office and ask them questions that relate to matters that you believe are relevant.
- How would you choose a candidate? What would you look for in a candidate?

Materials and Resources

CBC News Article on Attack Ads in BC:

<https://www.cbc.ca/news/canada/british-columbia/political-attack-ads-1.4036288>

NDP Anti-Liberal ad, cartoon, 2017:

<https://www.youtube.com/watch?v=q9cgbwFIJh4>

Liberal ad, “It All Starts with a Job” 2017:

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

Green Party:

https://www.youtube.com/watch?v=ODP5RR_eZZM

Ad sponsored by the Better Government BC Society:

<https://www.youtube.com/watch?v=zV-NgvlURuU>

Watching the Elections

http://mediasmarts.ca/teacher-resources/find-lesson?field_grade_value_i18n=All&type%5B0%5D=lesson_plan&page=22

Evaluation of Activity

Formative assessment
Self-evaluation

Accompanying documents for the activity and self-evaluation:

Instructions:

- Analyse the 4 advertising units.
- Describe the overall impression created by the advertisement. Identify the subject and if possible, discuss your initial reaction with a partner.
- Examine the advertisement more closely. Look at the details contained in the advertisement.
- Consider the effect of each technique used. What do you think is the message of the videos?
- Complete the table below using your observations.

The Criteria

	Excellent	Very good	Competent	Elementary
Identification of techniques	I can identify all examples of the techniques, including subtle ones.	I can identify many examples of techniques, including a few subtle ones.	I can identify a few examples of techniques, but not many of the subtle ones.	I can only identify the most obvious techniques.
Plausible interpretations	I can draw many interpretations from this message, and all are very plausible.	I can draw a few interpretations from this message, and most are plausible.	I can draw some interpretations from this message, and a few are mostly plausible.	I can draw interpretations from this message, and although some are plausible, some are not.

How to analyse political advertising:

The Approach	Example	My Interpretation
Patriotism		
Gendered roles		
Family		
Enthusiasm		
Attacking		
Ordinary person		
Integrity		
Fear		

Choice of advertising technique	Example	My Interpretation
Opening sequence		
Decor		
Clothing		
Sounds/music		
Camera angle		
Voice		
Music and sounds (style, dynamism, volume...)		
Actors (gender, race, etc.)		

Response to an advertisement (Option 2)

What do you see?	Who is behind the message> (the source/s)
What is the message? How can you tell?	Is the message “true”? How can you tell?
Who is the intended recipient? (For whose eyes was this message made?)	Is this message effective? In what way?

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