

## Lesson Plan

### Title

#### **Vote: Own It or Get Owned!**

- **Creating an Advertisement to encourage young people to vote.**

### Audience

Grades 5 – 11

(may require teacher adaptations to meet grade level prescribed learning outcomes)

### Overview

In this lesson students will create a 30 second to 1 minute advertisement using technology to encourage voter participation.

## Objectives

In this lesson, students will...

- understand voting is an essential component of participatory democracy
- identify that youth voter apathy is a challenge in Canada (use stats/data)
- implement a plan to increase voting [ with a specific target audience]
- demonstrate persuasive writing skills
- demonstrate persuasive speaking skills
- practice and demonstrate infusing technology skills
- demonstrate social responsibility

## Activities and Methods (pre-knowledge required)

- understanding elements and techniques of advertising (jingle, logo, motto, audience, etc.)
- context of democracy; why voting is important → Charter of Rights and Freedoms.
- editing capabilities (MovieMaker, iMovie, etc.).

*... continued*

## Activities and Methods (continued)

### Lesson Activities

1. Show 3 - 4 Public Service Announcements (PSAs) that are issue-driven to analyze for effective advertising techniques. Students will use a teacher-created checklist (see [attached](#)) to analyze advertising techniques (including logo, motto, music, slogan) and approaches (shock, humour, emotional appeal). Students will also identify the issue and the target audience. (see samples of PSAs below, or select your own)

<a href="http://www.youtube.com/watch?v=8-pw9I8UqnA&amp;feature=related">http://www.youtube.com/watch?v=8-pw9I8UqnA&amp;feature=related</a>	second-hand smoke	– funny
<a href="http://www.youtube.com/watch?v=JndtG8Y7yfw&amp;NR=1">http://www.youtube.com/watch?v=JndtG8Y7yfw&amp;NR=1</a>	2 min non-smoking	– funny
<a href="http://www.youtube.com/watch?v=AgH4h4KMoGk">http://www.youtube.com/watch?v=AgH4h4KMoGk</a>	cat wrangler ad	– funny
<a href="http://www.youtube.com/watch?v=AbBq29qGxaA">http://www.youtube.com/watch?v=AbBq29qGxaA</a>	Terry Tate: Get Out The Vote	– funny
<a href="http://www.youtube.com/watch?v=jEoSJSGuXa0">http://www.youtube.com/watch?v=jEoSJSGuXa0</a>	MADD	– sad
<a href="http://www.youtube.com/watch?v=qpYq9CBZoKQ">http://www.youtube.com/watch?v=qpYq9CBZoKQ</a>	drinking and driving	– shock
<a href="http://www.youtube.com/watch?v=1yq0tMYPDJQ">http://www.youtube.com/watch?v=1yq0tMYPDJQ</a>	Obama ad	– celebrity, music
<a href="http://www.youtube.com/watch?v=tU97ktde_bg&amp;feature=related">http://www.youtube.com/watch?v=tU97ktde_bg&amp;feature=related</a>	anti smoking ad – "air freshener"	– funny

2. Discuss and debrief as a group the techniques and approaches used in the advertisement(s).
3. Inform the students: An advertising company has come to you with an identified issue. The issue is voter apathy. See statistics available at Elections BC: <http://www.elections.bc.ca/index.php/resource-centre/statistics-and-surveys> (click on voter participation by age group)

... *continued*

## Activities and Methods (continued)

### Lesson Activities

4. The task is to create a television advertisement to encourage democratic participation.
  - a) Submit a written proposal for your advertisement. This must include:
    - rationale: why we have used this approach to conquer the issue of voter apathy
    - our target audience is 18 – 24 (teacher could extend to include other targets i.e. blue-collar workers, elderly, transient populations, etc.)
    - approach used: humour, shock, emotional, etc (see [Checklist](#))
    - techniques used: jingle, slogan, logo, narrator vs. live action (see [Checklist](#))
    - assignment of roles within group (groups – teacher discretion)
    - script of your entire ad
    - Plan is submitted to teacher for editing and approval.
  - b) Filming of advertisement
  - c) Editing of advertisement
  - d) Presentation of advertisement to classmates.
  - e) Optional: Peer Critique of projects/ movie review
  - f) Evaluation (individual, peer, group, teacher)

### Extension Activities

If you so chose, you could have your students create a whole advertising campaign to combat voter apathy. Extension activities could include:

- event coordination,
- print advertisement (poster, magazine)
- visual swag (t-shirts, pins, buttons, etc.)

Please note: This project could always be presented as a live skit option for those who do not have access to video technology.

## **Preparation (by teacher and by students)**

- checklist for analyzing ads (see [attached](#))
- book technical equipment (cameras, lab, etc)

## **Duration of Activity**

- This activity is at the teacher's discretion.
- The advertising analysis and project description lesson should take 60 minutes.
- Script development – time depends on grade level and timetable constraints
- Filming - 30 minutes to 1 hour
- Editing – 1 to 2 hours

## **Learning Outcomes**

- identify & clarify problem (voter apathy) or inquiry (all grades)
- explain how a Canadian can effect change at the federal or provincial level (Grade 11)
- implement a plan of action to address a selected local or global issue (Grade 5 A6, Grade 6 A5, Grade 7 A1)
- additional learning outcomes (English, technology, media awareness, social responsibility) are met by this lesson

## **Materials & Resources**

- video or links to videos demonstrating advertising techniques (samples listed above)
- checklist of advertising techniques (see attached)
- cameras for filming
- lab for editing (MovieMaker, iMovie, etc)

## Evaluation of Activity

### Written Proposal

- rationale: why you think your strategy will work
- use of persuasive language in script
- understanding and use of advertising techniques demonstrated in script
- message of voter apathy is clear, evident, (repeated)

### Visual Presentation

Teachers and students can create evaluation criteria, which may include:

- Content: message clear, appeal to target audience evident, appropriate use of strategies
- Presentation: well-rehearsed/ memorized, clear, easy to hear, easy to see, all group members involved

See social responsibility performance standards as well.

Class work participation mark

Peer critique of projects

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# Checklist for Analyzing Advertising

<p>Commercial # 1: _____</p> <p>Identify Issue/Problem: _____</p> <p>Target audience: _____</p> <p>Techniques:</p> <ul style="list-style-type: none"> <li><input type="radio"/> music</li> <li><input type="radio"/> narration</li> <li><input type="radio"/> slogan or jingle</li> <li><input type="radio"/> logo</li> <li><input type="radio"/> text</li> <li><input type="radio"/> characterization</li> </ul> <p>Strategies</p> <ul style="list-style-type: none"> <li><input type="radio"/> humour</li> <li><input type="radio"/> shocking images or statements</li> <li><input type="radio"/> dramatic appeal (sadness, tension, sex appeal)</li> <li><input type="radio"/> play-on-words</li> <li><input type="radio"/> argumentative</li> </ul> <p>I thought this was/was not effective because:</p>	<p>Commercial # 2: _____</p> <p>Identify Issue/Problem: _____</p> <p>Target audience: _____</p> <p>Techniques:</p> <ul style="list-style-type: none"> <li><input type="radio"/> music</li> <li><input type="radio"/> narration</li> <li><input type="radio"/> slogan or jingle</li> <li><input type="radio"/> logo</li> <li><input type="radio"/> text</li> <li><input type="radio"/> characterization</li> </ul> <p>Strategies</p> <ul style="list-style-type: none"> <li><input type="radio"/> humour</li> <li><input type="radio"/> shocking images or statements</li> <li><input type="radio"/> dramatic appeal (sadness, tension, sex appeal)</li> <li><input type="radio"/> play-on-words</li> <li><input type="radio"/> argumentative</li> </ul> <p>I thought this was/was not effective because:</p>
<p>Commercial # 3: _____</p> <p>Identify Issue/Problem: _____</p> <p>Target audience: _____</p> <p>Techniques:</p> <ul style="list-style-type: none"> <li><input type="radio"/> music</li> <li><input type="radio"/> narration</li> <li><input type="radio"/> slogan or jingle</li> <li><input type="radio"/> logo</li> <li><input type="radio"/> text</li> <li><input type="radio"/> characterization</li> </ul> <p>Strategies</p> <ul style="list-style-type: none"> <li><input type="radio"/> humour</li> <li><input type="radio"/> shocking images or statements</li> <li><input type="radio"/> dramatic appeal (sadness, tension, sex appeal)</li> <li><input type="radio"/> play-on-words</li> <li><input type="radio"/> argumentative</li> </ul> <p>I thought this was/was not effective because:</p>	<p>Commercial # 4: _____</p> <p>Identify Issue/Problem: _____</p> <p>Target audience: _____</p> <p>Techniques:</p> <ul style="list-style-type: none"> <li><input type="radio"/> music</li> <li><input type="radio"/> narration</li> <li><input type="radio"/> slogan or jingle</li> <li><input type="radio"/> logo</li> <li><input type="radio"/> text</li> <li><input type="radio"/> characterization</li> </ul> <p>Strategies</p> <ul style="list-style-type: none"> <li><input type="radio"/> humour</li> <li><input type="radio"/> shocking images or statements</li> <li><input type="radio"/> dramatic appeal (sadness, tension, sex appeal)</li> <li><input type="radio"/> play-on-words</li> <li><input type="radio"/> argumentative</li> </ul> <p>I thought this was/was not effective because:</p>