

WHAT IS ADVERTISING?

Lesson idea

Participants will learn the basic characteristics of advertising. They will invent advertising themselves and compare advertising photos of products with their real appearance.

Operational objectives

Participants:

- know what advertising is for; know that certain media messages can encourage something, such as buying a product;
- they know that not everything that is presented in the advertisement must be had.

Course of classes

1. Start the conversation with the question "What is advertising for?". Try to explain to children that not everything that is depicted in the advertisement is really the best, that the world shown in it is idealized and often untrue. Not always everything that the advertisement shows, you need to have. Each time you can ask yourself if you really need what is advertised.

Method: Conversation

2. Movement game "Please buy this brick". The teacher distributes colored blocks (those that are available in the kindergarten) one for each child. On the drum knocks the eighth pulse, and the children run on their fingers in a circle in one direction of movement (at this time they hold the block in their hand, but do not expose it). When the teacher stops playing loudly, he says the slogan "ADVERTISING". The task of children is to stop and create a "motionless figurine" from their body (facing the teacher). It will be like an "advertising photo of a brick". Children in the "photos" must be cheerful, smiling, happy, and the block must be clearly exposed. When the octal pulse returns, the children return to running on their fingers in a circle with a block in their hand.

Method: game

Auxiliary materialy: any props, e.g. blocks

3. The children sit in a large, common circle. The teacher holds the ball in his hand and tells the children that we must encourage them to buy it, and thus find its unique features (each mentions only one feature). The teacher is the first to advertise the ball, e.g. "this ball has a beautiful red color" and give it to the child who sits next to him on the right side. The child holding the ball in his hand loudly and clearly advertises it, mentioning another feature, e.g. "it is very rubbery". The fun ends when the ball goes around the whole circle and returns to the teacher. REMARK! Please allow children to advertise the ball abstractly, e.g. "this ball fits great in a suitcase" or "this ball fits perfectly on my shoe", etc.

Method: fun

Auxiliary material: any props, e.g. any ball

4. Movement fun with the ball. Children stand in a circle, and the teacher holding the ball proposes the following motor action:

- the teacher repeatedly bounces the ball against the floor and catches it with both hands - the children immediately react and at the same time in an analogous rhythm squat and get up
- the teacher stands and holds the ball in his hand - the children also stand at attention
- the teacher moves the ball from the right to the left hand - the children simultaneously clap in the rhythm imposed by the teacher's movements
- the teacher throws the ball up and catches it with both hands - the children simultaneously, in an analogous rhythm, jump up.

Method: movement fun

Auxiliary material: ball

5. Ask the kindergarten kitchen before class to make pudding. Show the children the finished pudding, as well as a photo of the pudding or a photo from the packaging of any powdered pudding. Ask the children to list the differences between the real pudding and the one in the picture. After discussing the differences, you can eat pudding for afternoon tea.

Method: Brainstorming

Auxiliary material: e.g. pre-prepared pudding, auxiliary material: e.g. photo of pudding

Evaluation

After conducting the classes, do their participants:

- are they aware of the fact that the world depicted in advertisements is idealized?

The material comes from [the edukacjamedialna.edu.pl](http://the.edukacjamedialna.edu.pl) service