**A black and white logo

Description automatically generated with low confidenceExploring** Financial Identity through English

Advertising – how does it capture us?

**Advertisers purposefully craft ads for their chosen audience. What are the key features of an ad that connect with an audience and elicit a response? How is language used to engage a chosen audience?**

About this resource

This resource supports learners to investigate the key features of an ad and how it affects New Zealanders.

A picture containing background pattern

Description automatically generatedView the Level 4 and 5 achievement objectives related to this learning experience [**here**](https://sortedinschools.org.nz/api/v1.0/download?files=313)**.**

# A person working on a computer Description automatically generated with medium confidence

A picture containing text, monitor, screen, screenshot

Description automatically generated



# SOLO taxonomy

The learning experiences in this resource are aligned to SOLO Taxonomy to ensure cohesiveness, constructive alignment and cognitive stretch for all learners. This gives you choices throughout the learning process.

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| --- | --- | --- |
| **Need it/Know it** | A picture containing text  Description automatically generated **Think It/Link it** | A picture containing icon  Description automatically generated **Extend it/Defend it** |
| Make connections to what you aready know. This is the starting point for new learning. | Link your ideas and make connections to build new knowledge and understandings. Learn about the perspective and insights of others. | Extend your learning by applying it to new contexts. Find evidence, validate sources, summarise your thinking and present your findings to clarify. |

# Sorted themes

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Description automatically generated

Goals

Saving

Managing my money

A black and white logo

Description automatically generated with low confidence Learning experiences

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| **Need it/Know it** | **Think it/Link it** | **Extend it/Defend it** |
| **Read** and discuss [Future Brief 3](http://sortedinschools.org.nz/sorted-resources/future-briefs/future-brief-3/).    **Describe** the purpose of ads. List different ways that advertisers reach people.    **View** [this slide presentation](https://www.slideshare.net/Kazmania/static-image) for an overview of the features used in static images.  **Watch** [six brand lessons from the Kardashians](https://mediacomstaging.blob.core.windows.net/pdfs/mediacomcms.azurewebsites.net/pdfs/six-brand-lessons-from-the-kardashian-clan.pdf) and write down useful marketing tips.  **Read** [Kim Kardashian Has 3 Things to Teach us about Brand Strategy](https://www.meltwater.com/nz/blog/kim-kardashian-brand-strategy-tips/).**Identify** what brand intruders are.  **Collect**a range of advertisements, for example, ads for:   * shoes * clothes * magazines * sports equipment * toys * food * beauty products * banks. | **View**[the top ten NZ ads ever](https://www.nzonscreen.com/collection/top-ten-nz-tv-ads) made and identify similarities and differences. **Explain** why these ads are so popular.    As a class, select a group of ads.  Working in a group of four, choose four ads.  **Critique** the ads based on their:   * use of colour * use of shape * composition * language * tone * mood * audience appeal.   Give each ad a score for each feature listed above and **identify** the top ranked ad. | **Advertising competition**  Imagine that you are the brand manager of a company. Your aim is to grow your customer base to include 14–16 year olds.   * **Choose** an innovative product that will appeal to teenagers. This product could be an item of technology, fashion or food or an app. * **Design** an advertising campaign that will appeal to your target audience (14-16 year olds). * **Present** your campaign to your class. |

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Description automatically generated with low confidence Learning experiences *continued*

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| **Need it/Know it** | **Think it/Link it** | **Extend it/Defend it** |
| **Discuss** the features of the ads, including:   * the use of colour, including the colours used, cultural associations with colour, * shapes around graphics and the text * the amount of white space   In your **analysis**, think about:   * the target audience of different advertisements * the values or attitudes that the advertisements represent or appeal to * the emotions the advertisements create. | Working in a group, **evaluate** the effectiveness of targeting teenagers using these forms of advertising:   * billboards * television ads * ads on YouTube * text messages * magazines * street posters * Facebook or other social media platforms.     Read [The Jelly Nail Craze](https://www.theguardian.com/fashion/shortcuts/2018/jul/16/ready-for-this-jelly-how-kylie-jenner-kickstarted-the-jellynails-instagram-craze), an article about how Kylie Jenner kick started a craze for jelly nails. **Explain** how her digital posts become viral and set trends. |  |

A picture containing pool ball, vector graphics, table

Description automatically generated

**Tip: Pick different learning experiences from each column to build a framework of lessons that differentiates your classroom**