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EDUCATIONAL VALUE OF ADVERTISING IN THE CLASSROOM: DEVELOPMENT OF CRITICAL THOUGHT AND PROMOTION OF POSITIVE VALUES

Erasmus+ KA2 Project “Ad-dicted to Education!”



Participating centres:

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PARTNERS:

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- Școala Gimnazială Ecaterina Teodorescu, Braila, Rumania
- Osnovna skola Zmijavci, Croacia
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0.INTRODUCTION

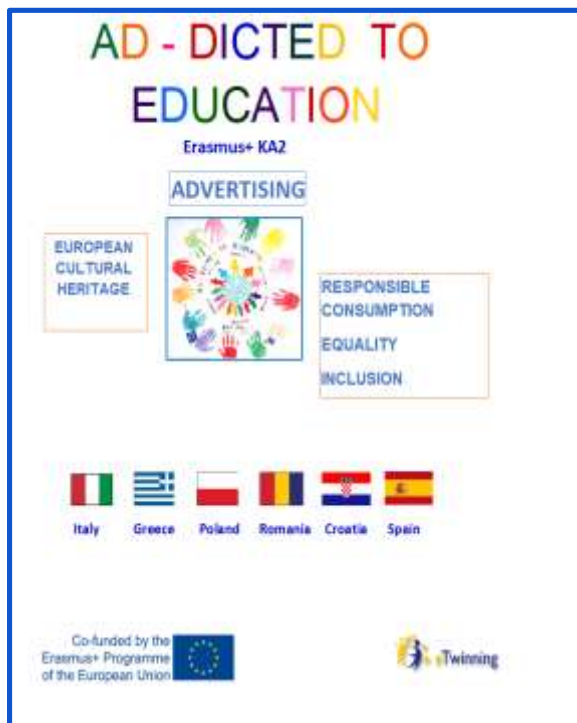
It is clear that advertising is part of our daily lives and has a great influence on children as it tries to influence their attitudes and behaviour and sell, in addition to the product, lifestyles, attitudes and values that are often not the most appropriate.

Advertising is part of their life, they find it on TV, in the cinema, on the street, on the internet... It is also part of their entertainment. Many of the advertising messages directed at them are disguised between games, movies, television programs, etc. Children do not begin to discern between information and persuasion within the advertising message until they are 10 or 12 years old, when their capacity for analysis, synthesis and criticism is fully developed. It is important that they are aware that the ads have been created for the sole purpose of selling. This requires the development of critical capacity to deal with the messages they receive from the different media.

It is not possible to completely avoid the display of advertising by minors, but it is in our hands to help them reduce it, control it and become aware of the implications of consuming commercial content. In addition, the Council of Europe emphasises the importance of the values of equality and protection of minorities. There is a great cultural diversity in our classrooms and many forms of discrimination on different grounds: gender, religion, race, etc., inside and outside. Thus, our project uses advertising analysis as a tool to work on those values. The analysis of advertising can play a key role in the analysis of aspects such as education in values, education for responsible consumption, non-sexist education... Likewise, it can also serve as an axis to know the Cultural Heritage of each country.

It is not possible to completely avoid the display of advertising by minors, but it is in our hands to help them reduce it, control it and become aware of the implications of consuming commercial content.

This Erasmus+ KA2 project “AD-DICTED TO EDUCATION” that we are developing together with five other centres in Poland, Greece, Croatia, Romania and Italy, focuses on how we can promote intercultural competences, social inclusion, non- discrimination, development of critical thinking and values such as tolerance and gender equality, all with advertising as the motivating axis. It also focuses on the educational value of European heritage, the commitment to multilingualism and the development of digital skills.



The project is developed over two courses and the activities are focused on **advertising**, as well as working on **values such as equality and non-discrimination** during this first year, leaving the knowledge of the **cultural heritage** of the partner countries for the second year. All this is developed through different activities: workshops, reflections, oral exhibitions, information search, viewing of advertisements, visits between the partner centres, training courses, use of digital books...

This first part of the guide “Educational value of advertising in the classroom: development of critical thinking and promotion of positive values”, includes the activities carried out during the first year with 11 and 12 years old pupils. It explains how values such as responsible consumption, equality and inclusion have been worked on and how critical thinking has been encouraged through work between partner schools.

ADVERTISING	1st term	Responsible Consumption
	2nd term	Gender Equality
	3rd term	Inclusion

1. ADVERTISING

We started our project by approaching the concept of advertising so that students know its strategies and are aware of what its objective is, since it will be the backbone of our project.



What is Advertising?

Objectives

- To know the objectives of advertising.
 - To identify the different advertising supports.
 - Be aware of the influence of advertising on our consumption.
 - Analyze the phenomenon of "Marquism", as a form of personal identification.
 - To take a critical attitude towards the advertising messages of the big brands.
-
- We brainstorm about your previous knowledge: [What is advertising for?](#)



- Then, through readings, information searches and debates we clarify the following questions:
 - The importance of advertising in our lives, how it influences our habits, etc.
 - What is advertising?
 - What is it for? Objectives pursued: advertising aims to publicise the various products and services on the market, to convey a favourable image and to encourage their purchase, use and consumption.
Advertising allows us to know the characteristics of a product or service but also tries to influence its attitudes and behaviour. Both components, information and persuasion, are part of a commercial. Today, less information is provided about the product and more messages are sent out that try to create new needs and new lifestyles.
 - Where can I find her? Different advertising supports: the possibilities are very wide (television, radio, press, Internet, traditional electronic mail, fairs, events, brochures, posters...), often the same campaign uses several media simultaneously.



Corner of the project in the hall of one of our centres,
where the media through which the advertising reaches us appear

- What elements are involved in advertising? Strategies he uses: colors, music, familiar characters, slogan, atmosphere he presents.
- Reactions it provokes: sorrow, joy, need, anger, etc...
- Target audience: not all audiences have access to the same channels or react in the same way to the same message.
- How many brands do you know? Marquism: In many cases, brands provide children not only with a more or less fashionable product, but above all with a passport to the much desired group integration and the acquisition of more signs of identity.

In order to educate in critical and responsible consumption in this aspect, students must reflect on what brands are: a formula for marketing products and selling false dreams, feelings, abilities or well-being.



- **Visit to local TV**

Objectives:

- To know a television studio.
- To identify the structure of a television program.
- To prepare a short script to create an ad.

Development: Students make a visit to the local television. There they are explained the elements of the study, the structure of a programming and the objectives of the advertisements.

- **Making an ad** (scheduled activity for the mobility with students to one of the participating schools in the project)

Objectives:

- To improve the use of ICT tools.
- To get to know the elements that make up an ad
- To create an ad.

Development: Previously in the Twinspace pupils wrote what they think about ads (individual phase before mobility). During the mobility, they will share their opinions in international groups of 4-5 students and later, they will create the ads. We propose that the objective of creating

the ad will be to promote an NGO and/or fight climate change. Some tools that we will propose to use to elaborate them, and that will previously be in the devices that they will use, will be:

- Toontastic
- Stopmotion
- Video Editor

We will use this [presentation](#) to expose what we want to achieve. They will have 3 hours to elaborate it. We will also provide a fact sheet (ANNEX I).

- **CRITIC workshop** (scheduled activity for the mobility with students to one of the participating schools in the project)

Objectives:

- To prepare an ad
- To know the elements of ads
- To know the CRITIC method

Development: Pupils are in groups of 4-5

Introduction

- Do you often watch ads? What is your favourite/best ad? Why? Does it make you buy the product? What elements of ad do you recognize? What element is the strongest?

Act out the add

- Each group gets an ad
- make a live sketch of the ad inside a group
- vote on the best sketch

Critic questions

- Groups swap their ads
- They get the prepared (CRITIC method: Claim, Rule of claimant, Information backing the claim, Test, Independent testing, Cause proposed) questions and work on the ad
- Each group presents their conclusions

Creating ads

- Each group gets a product and they have to create an ad for it

Reflexion

- Does the ad follow all the rules according to the CRITIC method?
 - **Remake Ads** (planned activity for the mobility with students to one of the participating schools in the project)

Aims: Developing teamwork, collaboration skills, critical thinking, online research abilities, language competencies and interculturalism

Outcomes

Knowledge: getting to know creative commons -posters design

Application: Taking and editing a photo Create a poster Publish own work

Evaluation: Self- and peer-evaluation.: Google form Lino

Development: students have to download the selected vintage Ad that can be recreated or refaced according to modern style and remake it.

Introductory instructions

- Form groups per four students
- The teacher shares the Ads by random selection using online tool (Online Spinner or similar tool).
- Getting to know creative commons
- As the warm-up, I'll present the students' works from Croatia, and give short instructions.

Open web page and download the selected vintage Ad

Initially, students create their own folder on the desktop. I'll let the students open the web page with vintage ads. They will find and download their selected vintage ad.

Creating the painting remakes

Each group of students have to recreate the ad to modern-day thought and environment.
Taking a photo and editing photo.

Each group creating the ad remakes as the poster to the following criteria: put the remake photo into poster. Students can insert other elements into the poster if they wish (text, shapes,etc). Students have to download their poster.

Each group create one image to the following criteria:

put the vintage ad to the right,

put the remake ad to the left,

Each group saves their final work.

Presentation of remakes and Evaluation

Publish works on Padlet.

Vote for the best remake vintage ad

For the end -self- and peer-evaluation.

Lino: 1 thing I already know, 1 thing I have learned and 1 question that has come to my mind

- **Sports workshop "Play and sell"** (scheduled activity for the mobility with students to one of the participating schools in the project)

Objectives:

- To promote students get to know each others
- To relate the commercial activity with the sport.
- To know the reasons why we buy a product.
- Feelings of satisfaction and happiness by using it.
- To develop: creativity, imagination and humor.

Development: We created 5 international student groups. Each one chooses a "barrel" with sports equipment prepared by the teacher previously (soccer materials, handball, basketball, table tennis, rhythmic gymnastics,...). Each team will exchange ideas and create a spot to sell those products, using the chosen "barrel" or implementing some exercise (performing basic technical elements of the sport). Later they will make a video (approximately 30 seconds) of the ad. They will use cell phones or tablets, store it and hand it over to the teacher in charge.



Ejemplos:

- [Ejemplo 1](#)
- [Ejemplo 2](#)
- [Ejemplo 3](#)
- [Ejemplo 4](#)
- [Ejemplo 5](#)

In order to educate in critical and responsible consumption in this aspect, students must reflect on what brands are: a formula for marketing products and selling false dreams, feelings, abilities or well-being.

2. ADVERTISING AND RESPONSIBLE CONSUMPTION

Next, we focus on the first value we want to work on in our project through advertising. Responsible Consumption.



We carry out the following activities:

- **What is responsible consumption?**

Objectives

- To reflect on our consumption habits.
- To adopt a more critical and responsible attitude when it comes to consumption.
- To analyse the consequences of non-responsible consumption.
- To propose acts and behaviours that we can change in order to have responsible consumption.

We propose that students describe individually and in writing any day in their daily life, from the time we get up until we go to bed, detailing what things we do (hygiene, eating habits,

mobility, etc). How we do it (I take a shower, I heat up the food in the microwave, etc), and what products I consume at any given time (water, gel, electricity, etc).

We watch the video: [EL ULTIMÁTUM EVOLUTIVO](#)

Compare our habits with those of Homo Consumus shown in the video:

- How are we alike?
 - Which one do we identify with the most?
 - What does the video want to broadcast?
 - What are the consequences of acting like these characters?
 - What things can we change?
- **We select from each country advertisements** that allow us to work on Responsible Consumption with students.



Some images [images](#) to work with pupils

- **Viewing the advertisements and reflecting on them:**

Objectives:

- To know the elements of advertising.
- To know the reactions that advertising provokes in us.
- To take a critical attitude towards advertising messages.

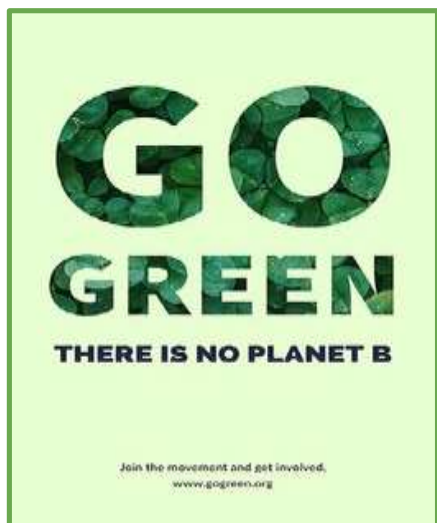
We watch the video [AMAZON Devoluciones Fáciles](#) (2019)

Reflection in a big group:

- A good father is the one who buys everything for his daughter?
 - Do we need everything we want to buy?
 - Produce a comic book on this subject using these tools:
 - [Genmagic](#)
 - [Playcomic](#)
- All the partners **worked on the same ad**, we decided that it would be the one with the slogan “Go Green, There is no planet B”.

Objectives:

- To understand the negative effects of consumerism on the environment.
- To be aware that advertising can also launch positive messages for the care of the environment and the reduction of consumption



Students reflect on the announcement (format and content). Then, they write and share on the eTwinning platform a message summarizing the main idea they have about it.

We make different plastic representations on the announcement.



- Elaboration of the **anti-consumerist** poster with the Cooperative Learning methodology.

Objectives:

- To develop the critical spirit towards production and consumption.
- To be aware that advertising can also launch positive messages for the care of the environment and the reduction of consumption.
- To know the elements of advertising.

First, each school works and elaborates with its students this information: slogan, images and objectives of the poster. Then, another centre, uses that information in eTwinning to produce the poster.

These are some of the elaborate posters:

THINK TWICE BEFORE BUYING



STOP PLASTIC



SAVE THE EARTH!



PERFECT ENVIRONMENT



- **Workshop “What do we need from what we buy?”.**

Objectives:

- To identify the concept of consumerism and assess its consequences.
- To take a responsible attitude towards consumption.

- To distinguish between basic and less basic needs.
- To promote a less consumerist and more austere lifestyle.



Students are divided into groups. Each of them is given a list of things that all the people who live in a small town, after an intense debate, have chosen as important to live.

- Own bedroom.
- Candy.
- Education.
- Nutritious food.
- Protection against discrimination.
- A TV..
- Money to spend as you wish.
- Vacation trips.
- The opportunity to express your opinion and be heard.
- Drinking water.
- Protection from abuse and neglect.
- Fashionable clothes.

- A bike.
- The opportunity to practice your own religion.
- A computer.
- Medical attention when you need it.
- Clean air.
- Public places to be with friends and practice sports.
- An MP3.
- A house.

Each group has to choose 12 of them or replace them with others if they consider it. Next, we propose that a crisis is coming and they are forced to reduce the list to only 7 things, the most essential ones. The conclusions of the groups of the 7 things they believed to be essential are written down on a blackboard. If the lists of the different groups do not coincide, a debate is opened on those things where there are no coincidences.

A DISCUSSION is held:

- Which items on the list were wishes and which were needs? What is the difference between wants and needs?
- Do desires and needs differ from person to person? And from one society to another? Why or why not?
- Do we consume according to need or desire?
- Do we all consume equally?



- **No waste, November:**

Objective: raise awareness of waste abuse and encourage reduction.

The basis of this activity is simple and is inspired by Dr. Goodball: “Each of us can make a big difference every day”. Thus, through small individual efforts, we can join forces and create a healthier environment and a sustainable consumption model. We suggest that students choose a waste reduction challenge and keep it up during the month of November and they will already be making a big difference. We can propose: not to use plastic bottles and to use a reusable one, to go to the purchase with your own cloth bags, to change the ear sticks of use and throw away by others reusable and ecological, to use more the public transport or to move walkint, to reject straws and cutlery or a single use.

Moreover, it is demonstrated that a repetitive habit thorough 21 days becomes routine, so we encourage our students that this habit becomes a daily one.

Watch this video: [No waste, November](#)



“Each of us can make a big difference every day”. (Dra. Goodall)

- **Toy ads at Christmas**

Objective: to be aware that we don't need all the toys that advertising shows us.

We analyze the ads at Christmas and reflect on the real need to order so many toys at this time. We made a different wish list: something we would like, a book and something we really need.



3. PUBLICITY AND EQUALITY

The second value we have worked on in our project is Equality “The representation of women in advertising, in many cases, favours the dissemination of sexist stereotypes, contributing to the survival of clichés concerning the roles of men and women in society, and offers degrading and humiliating representations of the female body” European Parliament resolution on discrimination against women in advertising Official Journal N° C 304 of 6th October 1997.

Advertising has the potential to influence and condition people and to define their behaviour, and children are particularly sensitive to this influence. In this way, the determine stereotypes and roles that are already present in content aimed at even the youngest children, such as toy advertisements.

Fortunately, in recent decades we have made great strides in relation to gender equality and this is also reflected in advertising, although there are still many sexist ideas that we have been carrying around for several generations and that can be a burden on child development. Therefore, it is important to educate children, especially girls, from an early age to teach them to think for themselves and be more entrepreneurial, and for this, advertising can be a good tool.

“The representation of women in advertising, in many cases, favours the dissemination of sexist stereotypes, contributing to the survival of clichés concerning the roles of men and women in society, and offers degrading and humiliating representations of the female body” European Parliament resolution on discrimination against women in advertising Official Journal N° C 304 of 6th October 1997.



Activities

- **Viewing and reflecting on previously selected advertisements.**

Objectives:

- To become aware of the sexist stereotypes and roles that advertisements assign to men and women.
- To learn about the elements of advertising.
- To take a critical attitude towards advertising messages.

Pupils watch the ad International Women's Day campaign by Finansförbundet. Later, they reflect on it and elaborate posters with their conclusions



1. Students look at 2 advertisements and talk about them.

- [Video 1](#)
- [Video 2](#)

What is the announcement? Who's the ad for? Who are the actors? What are the characteristics of the actors? Do you like commercials? Are there toys for boys and girls? Why?

2. Group work- students in groups answer these questions: Do you have these toys? Do you like playing with them? Are the toys similar to those in the ad we saw?

3. Students draw a toy and group it together- for boys or girls, or both.



4. Students bring their favourite toy to school and talk about it. Why it is his favourite, who gave it to him, what the toy can do, if there is an ad for it).



5. Work in pairs - To create an announcement and think about a slogan of their favourite toy.

Watch this advertisements:

- [Gormitti](#)
- [Nenuco](#)

a) Individual questions:

- What is the audience for?
- Which people are in it?
- Do you know of any other similar ads?

b) Questions to ask in small groups (4 people):

- Have you ever had any of these toys?
- When you bought it, was it as shown in the ad?
- What is your opinion about the ad? Did you like it? What would you change?
- Do you think there are different toys for boys and girls? Reason.

- **Workshop: Boys or girls toys?**

Objectives:

- To become aware of the sexist stereotypes and roles that advertisements assign to boys and girls.
- To learn about the elements of advertising.
- To take a critical attitude towards advertising messages.

Students reflect on whether there are toys for boys and toys for girls and how they appear in advertisements.



Then, they make a chart marking which toys they think are for boys, which are for girls and which are for both.



- **Workshop about stereotypes**

Objectives:

- To know what stereotypes are.
- To know the stereotypes conveyed in advertising messages.

We write the words “man and woman” on the board, in two columns. Students have time (about 5-7 minutes) to discuss in groups the qualities or characteristics of men or women and write them down on the board. Then, we make them reflect with these questions “Is it fair to say that all men are strong or that all women are sensitive?”

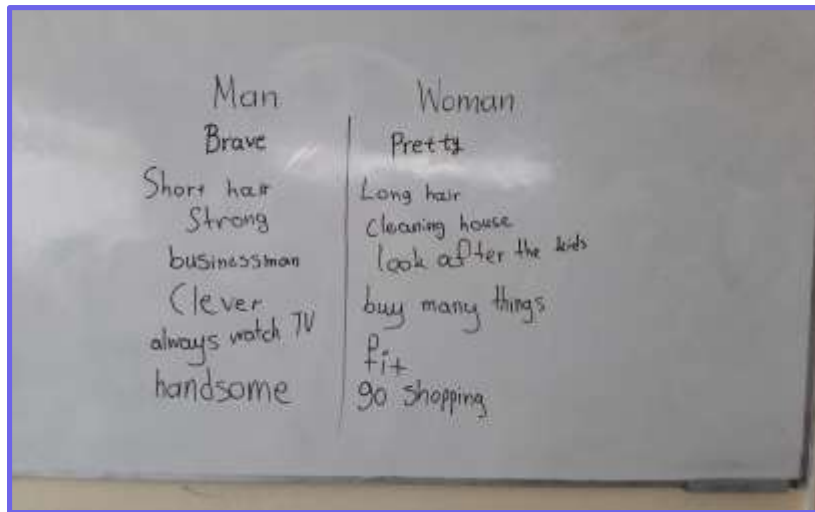
We watch a video advertisement [Skip ultimate 3x triple power](#) and ask them to think about their own detergent and draw an advertisement and slogan on a piece of paper. Pick up and put aside for later.

Then, we write the word “stereotype” on the board and ask if they know what it means. We give you the definition of this word.

Now, write the following sentences:

- Girls play with dolls.
- Old people forget things very often.
- Black people are the best runners.

Afterwards, we open a debate on them by trying to bring them to the conclusion that these phrases are too general to be true. We help them relate these phrases to the word stereotype and their previous work on detergent. Now, you need to find out if there are any stereotypes in your own work. After that, they share stereotypes that they might have heard and they explain to the whole class why they think these stereotypes are wrong.



- **Workshop: Shall we make an announcement?**

Objective: to learn about the elements of advertising.

Pair activity: creating an ad for a toy you like using a tablet.

Steps to follow:

- Possible toys. Choice and agreement between the couple.
- We think ... How can we sell it? How will we focus the ad?
- We create a slogan with a logo.
- We record the video. We add music that transmits the sensations we want to create in the spectator.
- Exposition in class.

- **Workshop: We create an ad**

Aim: to know the elements of advertising

Activity in pairs: Creation of an ad of a toy that you like using a tablet. Steps to follow:

- Possible toys. Choice and agreement between the couple.
- We think ...

How can we sell it?

How we will focus the ad.

We create a slogan with a logo.

We recorded the video.

-We add music that conveys the sensations we want to create in the viewer

- Exhibition in class

- **Workshop: Colours**

- Watching the ad „Braco“ i „Seka“, (Baby brother and Baby sister) chocolate made by Zvečevo <http://www.youtube.com/watch?v=kZwlBAZ3gYc>



- Conversation about the ad: What is being advertised? Who is the ad targeting? Who appears in it? Have you seen anything similar? Why is the girl with the pink and the boy with the blue paper? What would happen if a boy eats the Seka chocolate and a girl eats Braco chocolate?

- Experiment: Opening the chocolate, observing it and trying it. The conclusion is that the 2 types of chocolate are the same. Why then are they package wrapped differently? Why separate them to boys and girl?
- After talking we conclude there is no need for different package for the chocolate nor different colours for male and female in general.
- Group work: What colours do girls/boy like? There is a poster with hearts in different colours. Each pupil takes a heart in color s/he likes and put sit the certain column. We do the same with the coloured sticks. We make a conclusion that colours are not and should not be divided to male and female.
- Pair work: Create an ad for clothes for boys and girls. The result is clothes in different colours non depending on gender.
- The slogan: We like and wear all colours because they look good on us.

- **We celebrate the day of the girl and woman in science: 11th February**

Objective: to identify the stereotypes that advertising transmits to us with regard to the professional development of men and women.



We reflect on the jobs that have normally been considered men's or women's. Questions in a big group:

- Can a woman be a footballer or a bricklayer? And scientific? Do you know why?
- Can a man be a nurse or a cook? Do you know any?

Viewing and analyzing this ad. [Baby milk advert shows girls becoming ballerinas and boys scientists](#)

Reflect in a large group on the stereotypes that advertising transmits to us in relation to the professional career that we can develop:

- Do the advertisements show aspects related to science? Which ones?
- When they appear, are they related to men or women?
- Can advertising influence the choice of what we want to do?



4. PUBLICITY AND INCLUSION

Article 8 of the International Convention on the Rights of People with Disabilities provides that States parties undertake to adopt measures to raise awareness in society regarding persons with disabilities and to combat stereotypes and prejudices. In this sense, advertising is one of the main means of transmitting values and promoting an inclusive social culture that can play an important role in favouring inclusion and the rights of people with different needs or abilities.

It is not very common for these people to appear in advertising messages, although one can see how the image of the people who appear and the messages that are conveyed have evolved. However, advertising still conveys stereotypes in this area too, so there is still a long way to go to convey a positive and equal image of people with disabilities. The ultimate goal would be for advertising to be inclusive and to help promote inclusive values. To this end, it is important that people with disabilities appear in advertising as protagonists, with total normality, and the image transmitted moves away from stereotypes, prejudices and messages of protection and assistance.

Advertising is one of the main means of transmitting values and promoting an inclusive social culture that can play an important role in favouring inclusion and the rights of people with different needs or abilities.

Activities

- **What is Inclusion?**

Objectives:

- To learn to be tolerant, to accept and love the difference, to understand that “we are all different, all equal”.
- Encourage inclusion of those who are different.
- Encourage empathy.
- Know the meaning of the word Inclusion.



Observing the image and in small groups we reflected on :

- What different capacities and needs can people have?
- What physical and social problems can these people encounter?
- How can they be solved?

We put in common the answers.

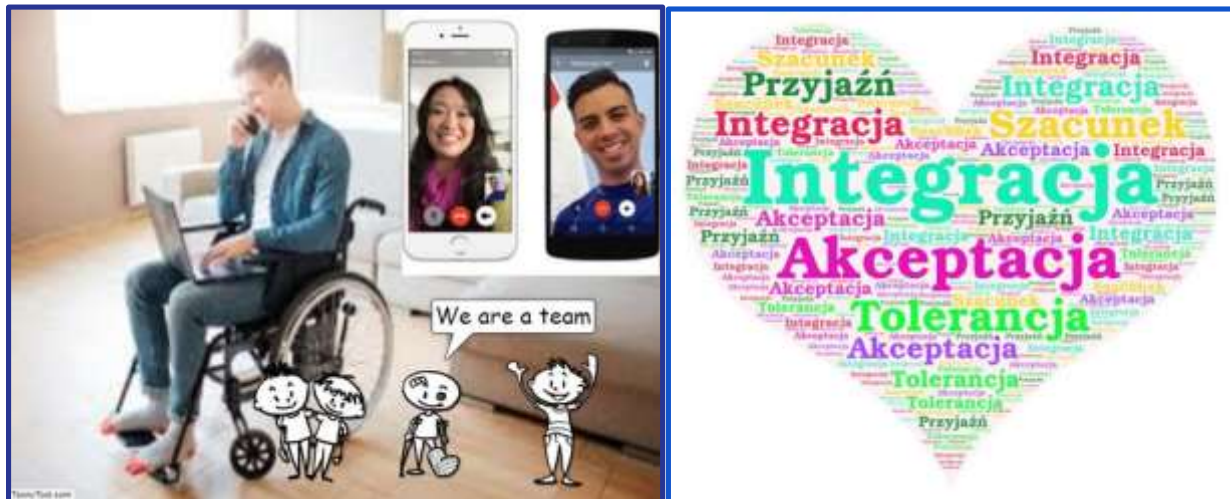
We define the term Inclusion.



- **We create posters about Inclusion**

Aim: To understand the meaning of Inclusion

We asked our students to create posters using ITC that reflect their ideas of Inclusion



- **Viewing and reflecting on previously selected advertisements:**

Objectives:

- To critically analyze advertisements by identifying those that transmit values related to inclusion.
- Know the elements of advertising.
- Take a critical attitude towards advertising messages.

We observe the ads and reflect on them



Then, pupils should elaborate a wordcloud and their own ads



Watch these ads:

[Amazon Echo & Alexa - Morning Ritual](#)

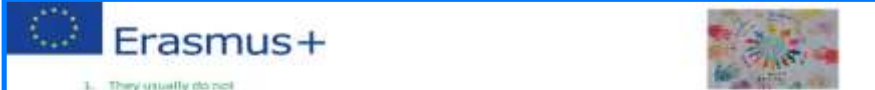


We reflect:

- Do the ads usually include people with different abilities or needs? Should they

include more?

- How can advertising help society to be aware of the differences between people: abilities, needs, etc.?



Erasmus+

1. They usually do not include such persons except advertisements from associations or organisations that collaborate with them. They should include more because although they have any problem, they are people and they need respect.

2. By making ads about them living in society, giving them visibility and opportunities. Even if they are different they are equal, because they are people and have the same rights as others.

Andrea

1. They appear, but rarely. They should appear more.

2. Including all kinds of people without excluding anyone because of race, sex or any kind of need or ability.

Aaron

1. Only some include them. Ads don't show people with special needs. They should show up more to realize that we're all the same and we can do the same things.

2. It is a way to inform the population of the problems that people with disabilities have and thus become aware of.

Delia



Watch the ads and write your thoughts on these questions.

1. What are the physical and social problems that people that appear in ads can find?

2. Do advertisements usually include people with different abilities or needs? Why not? Should they include them more?

3. How can publicity/ads help society to be aware of differences between people: capacities, needs, etc.?

1. The most popular physical and social problems that appear in ads are about health.

2. Advertisements usually include people with same or similar abilities or needs. They should include more people with different abilities.

3. Publicity/ads can help society to be aware of differences between people by interviewing people that lives in different places and don't have same abilities to progress.

1. We have to help everyone so it doesn't matter what they are like.

2. It helps people be more aware of their environment and helps them understand the people around them.

Marko Kasalo

1. When these categories are merged together, we are talking about the most vulnerable groups in society.

2. They should be given the right to a dignified life, all human rights and freedoms equal to all.

Petra Jerković S.a

WE ARE NOT ALL THE SAME AND THEREFORE WE MUST RESPECT EACH OTHER. THEY USUALLY INVOLVE PEOPLE WITH DIFFERENT ABILITIES THAT WE CAN IDENTIFY WITH SOMEONE OR REALIZE HOW DIFFERENT WE ARE.

1. Physical and social problems that people who appear in ads can find is how not everyone is same and there are people in this world who are different and need more help unlike the others.

2. Advertisements sometimes include people with different abilities or needs, but not always. I think they should include them more often because some people with different abilities are ashamed of themselves and they should not be, everyone is beautiful and unique in their own way.

3. Publicity/ads can help society to be aware of differences between people so they make ads like everyone is same, but different in their own way or something like that.

Iva Šutić

1. We must respect people who have health differences.

2. Ordinary advertisements are not used by people with different abilities and needs. Because you think such people are less important.

3. We need to include them more.

Iva Šutić S.B

1. WE MUST RESPECT PERSONS WHOSE THEY HAVE HEALTH DIFFERENCES. THEY MAY FEEL MORE VULNERABLE. WE SHOULD INVOLVE THEM MORE SO THEY DON'T FEEL REJECTED. IT CAN BE HELPS FOR OTHER PEOPLE TO ACCEPT THEM.

Martina Čepić

1. We must help and respect people with health differences.

2. Not much, they should include them more.

3. Publicity/ads can help because more people would know if someone needs help.

Ivan Karlin E.B

- **The positive side of advertising.**

Objectives:

- To critically analyze advertisements identifying those that transmit values related to inclusion.
- Knowing different advertising supports.

We analyse advertising materiales (T-shirts, calendars...) that use associations that work with people with different abilities for awareness events and that transmit inclusion messages.

We reflect on the positive value of advertising to transmit inclusion messages.



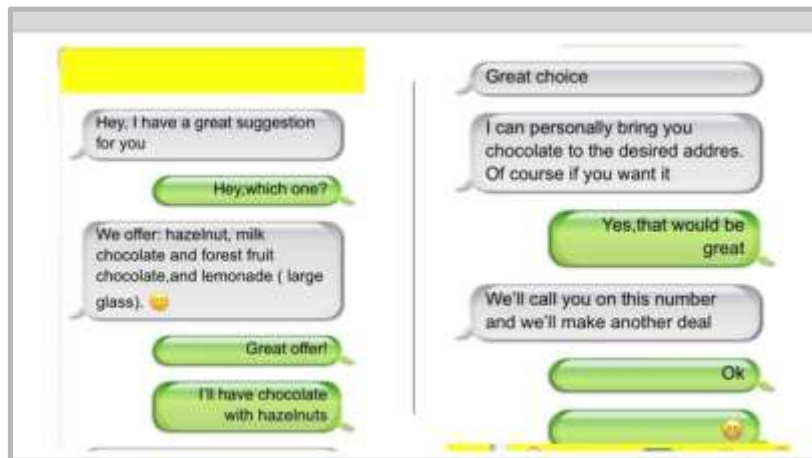


- **Workshop: Speaking slogans**

Objectives:

- To learn how to analyze advertising messages and the elements involved in them.
- Learn to differentiate between what is simple information and what is an attempt at persuasion.
- Know the characteristics of advertising language.

In pairs, the task is to translate an everyday conversation into a commercial format: for example, could you invite someone to your birthday party using advertising slogans?



The workshop ends with a reflection on the common characteristics of advertising language:

- Is the language of advertising exaggerated?
- Do we pay more attention to ads to use this kind of language?
- If everyone knows that this language is exaggerated, why is it still used?

The language of advertisements is always exaggerated and overwhelming.

Because of that it attracts everyone's attention.

It is still used because it works, it attracts people's attention, it is a way of using language to try to show the products' worth/characteristics.

(Pupils reflections)

5. USE OF TWINSPEACE

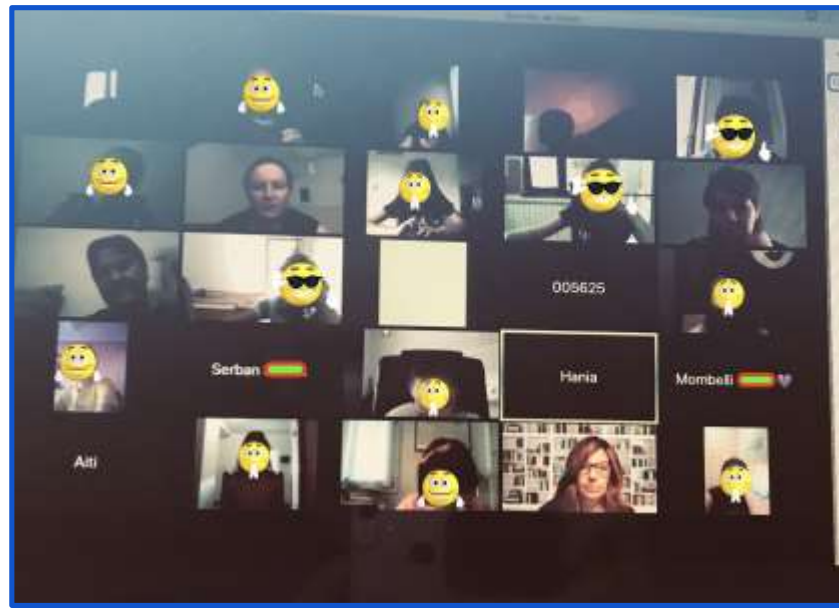
Throughout all phases of the project we have used the eTwinning platform as a means to communicate and work collaboratively. Thus, a eTwinning project was created with the same name as the Erasmus+ project that has been used for:

Knowledge activities between countries:

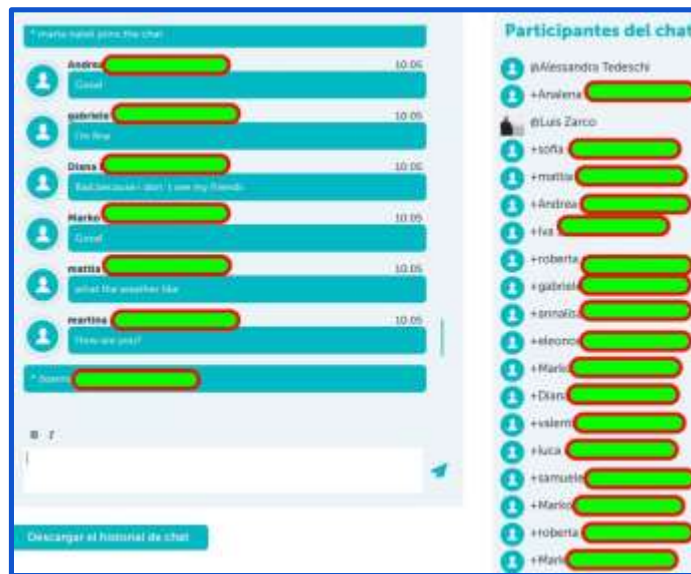
- Presentations, video production and powerpoint.
- Viewing of advertisements of our cities.

Communication activities:

- Videoconferences. They can be used to present papers previously agreed upon by the partners. For example, present one female scientist from each country.



- Chat. It can be used to discuss specific topics about the project, for example "the use of gender treatment in advertisements".



- Internal mail. It is a way of facilitating interaction between students.
- Discussions and sharing "What do you think of this announcement?" through the forum. For this we upload an image chosen by the teachers or students and the students debate about it.

Cooperation activities:

- Logo contest. Each school selects 3 logos. A form is then created with Google forms and students from different countries vote for them.
- Making anti-consumer posters in two steps:
 - a. Each school decides this information with its students: think about the objective of the poster, choose an image and invent a slogan. Thinking about the message.
 - b. Another school creates the poster with information prepared by another partner.



- Puzzles (Jigsawplanet). We create a puzzle for students to perform. They can also create them using the jigsawplanet tool. Pupils from one country can draft the instructions for preparation and another partner does so.



- Elaboration of a questionnaire for parents where they can investigate how they are responsible. Then they analyze the results. Finally, they can publish the results in school newspapers and propose solutions to reduce consumption. These questionnaires can be prepared by international teams: each country prepares two questions and a coordinator takes care of passing all the questions to the final questionnaire.

Evaluation activities:

- Personal assessment. Composition written in the Twinboard about:
 - What have you learned? You can talk about the activities carried out (elaboration of the advertisement, poster, chats, International Women in Science Day...).
 - Has it been useful to handle digital tools?
 - Has it helped you in this quarantine?
 - The best of the project. What you least liked.
 - If you would like to participate in another project of this kind.

Activity	¿Where?	Tool
A, B	September/ October	<ul style="list-style-type: none"> • Video tools
G	October	<ul style="list-style-type: none"> • Google form
F	November	<ul style="list-style-type: none"> • Twinspace foro
H	November/ December January	<ul style="list-style-type: none"> • Twinboard • Pixabay • Picktochart
I	January	<ul style="list-style-type: none"> • Jigsawplanet
C	Dicember, March June	<ul style="list-style-type: none"> • Adobe Connect • Zoom

J	May	<ul style="list-style-type: none">• SurveyMonkey• Google Form
K	June	<ul style="list-style-type: none">• Twinboard

The international emergency caused by COVID-19 makes eTwinning a perfect tool to continue the work of cooperation between centres at a distance. It has also provided important emotional support for them.

6.ACTIVITIES FOR THE WHOLE SCHOOL

The Erasmus+ projects are an excellent opportunity to involve the entire educational community. We propose below some activities that we have developed during this first year, which promote the values of the project and in which students from Pre-Primary and Primary have participated, as well as families and various associations and NGOs.

- **Charity market**

Objective: To promote a positive attitude towards the reuse of toys.

Audience: Pre-Primary and Primary Activity

Development: Decide in favor of which Organization the collection will go. Families provide second-hand toys that are then sold for a token price at a charity market. Older students can think about how to advertise the market.

- **Christmas wishes**

Objective: Develop written expression and encourage the development of responsible consumption.

Audience: Pre-Primary and Primary Activity

Development: Students write a letter in which they can ask for a gift or a wish for a partner.

- **Multicultural Nativity Scene**

Objective: To meet characters and cultural aspects of the different partner countries.

Audience: Pre-Primary and Primary Activity

Development: students, in the area of Art, will elaborate characters from different countries. Families can also be asked to participate voluntarily. With all the figures that are obtained the nativity scene will be assembled.

- **Thematic Christmas Festival.**

Objective: To develop the students' oral and theatrical expression.

Audience: Pre-Primary and Primary Activity

Development: The performances revolve around the advertisements. Each level prepares a song/ caroling. The script will have as its guiding thread the advertising.

- **Readings Plan.**

Selection of readings related to the project theme:

Responsible consumption:

- Azcona, Marta “A different present”
- Video "[Cuidadín y Gastón](#)" [Noemí Calvo y María Rubio](#)

Gender equality

- Lázaro, Carmen. "[Piruetas y Garabatos](#)".
- Brenman, Ilan. "[Las princesas también se tiran pedos](#)", Algar.
- Jiménez Canizales, Harold. “Pretty”
- Turin, Adela "[Candy pink](#)”
- Ignatofsky, Rachel “*Women in science*”

Inclusion

- [Ruiller, Jerome](#) “*Four little corners*”
- Carrier, Isabell “[Lorenzo’s Saucepan](#)”
- Andreae, Giles “[Giraffe’s Can’t Dance](#)”
- de Dios, Olga “[Pink monster](#)”
- Rodari, Gianni:
 - i. “*Telephone tales*” Blackie Books
 - 1. [Juan el distraído](#)
 - 2. [Jaime de cristal](#)
 - ii. *One and seven*
 - iii. [La Planta Paulino](#), from “*Cuentos largos como una sonrisa*”. La Galera
 - iv. “*Alizia Caediza*” Picarona
 - v. “*El sol es de todos*” Picarona

ANNEX I

WORKING DOCUMENT: PREPARE AN AD

1. DEFINE THE OBJECTIVE. To point out what we want to achieve (to publicise an activity, to report on the actions of an NGO, to raise awareness of the problems arising from climate change,...).
2. ANALYZE THE CURRENT SITUATION. Investigate advertisements that have similar objectives.
3. IDENTIFY THE PUBLIC, that is, the collective to which we want to convey our message: schools of Europe, of the world, families, children,... To whom do we want our announcement to reach?
4. CANALS. Think about the means to spread our advertisement: brochures, local television, online press, Youtube,...
5. CREATING THE ADVERTISING MESSAGE combining the different elements: images, music, text...
6. EXHIBITION. Expose the work to colleagues, preparing

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Webs

- <http://institucional.us.es/cientificas/comic>. Play “Scientists: past, present and future”. Higher Technical School of Computer Engineering, University of Seville.
- www.lettra.org/consumehastamorir.or. Dissemination materials in search of consumer alternatives.
- <https://janegoodall.es/news/es/2019/10/01/0002/unete-al-no-waste-november> *Jane Goodall Institute . Wildlife research and conservation, sustainable development and education*
- <http://recursos.cnice.mec.es/media/publicidad>. National Centre for Research and Educational Communication

Digital tools

- Work platform with students Twinspace: [eTwinning](#)
- Bank of free images: [Pixabay](#)
- Activities such as brainstorming: [Answergarden](#)
- Creation of comics about advertising: [Play Cómics](#)
- Evaluation: [Surveymonkeys](#)
- Online posters edition: [Canva](#)
- Videoconferences: [Zoom](#)
- Puzzles creation: [Jigsawplanet](#)

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This guide is the result of the work of our first year of the Erasmus+ KA229 project and aims to show the use of advertising as an educational tool and resource. Advertising is a very useful tool to help eliminate stereotypes and prejudices about people, and to remove the social barriers that society generates. It has a great influence on children and therefore also has enormous educational potential. We detail here how we have taken advantage of this, both to develop the capacity for critical analysis and to help students to be responsible consumers, and to work on values that we consider fundamental to achieving quality education and a more egalitarian society: responsible consumption, equality and inclusion.



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