

## DANCE – DANCE, FINANCIAL LITERACY AND MEDIA MESSAGES - Adapted for Return to Schools during COVID

### Elementary Dance: Junior – Public

Adapted from <https://www.code.on.ca/resource/financial-literacy-and-media-messages>

#### Lesson 1: Get the Message

In this lesson, students will look critically at a variety of advertisements. They will interpret media messages in advertising and consider how we react as consumers. Students will examine Public Service Announcements (PSAs) and identify why they are created and how they, as consumers, react to them. They will then select a social justice or socio-economic issue and create a piece of visual art to convey a message.

#### Physical Distancing Adaptations

When conducting these warm-ups and conventions, it is important to adhere to the Physical Distancing guidelines from your school board. Students should remain 2m apart at all times. Students in grades 4 -12 are required to wear a mask. CODE recommends that all dance and drama work be done with 1-2 metres of social distancing. Think about using alternate learning spaces such as the gymnasium, library or school yard.

**Whole Class Instruction:** With floor tape, demark areas where students can stand in the classroom with a metre grid or a peripheral circle so that they can participate in drama/dance conventions at a safe distance from one another. Floor tape that is slip-resistant and made of vinyl to prevent wear and tear during cleaning is recommended.

**Partner work:** Students can face a partner 2m across from each other. When face to face, outstretched hands should not touch one another. Refer back to personal-space warm-ups.

**Small Group work:** No more than 3 or 4 students per group to allow for recommended spacing of 2m between students.

**If you must move your desks** to create space, please ensure that each student is moving only their own desk and chair and then retrieving their own desk and chair in order to avoid contact with others belongings.

Refer to *General Tips for Safety in our Classrooms* in the overview.

**Safety adaptations specific to the instructional strategies and drama conventions in this lesson are embedded in green throughout it.**

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#### How to use Materials and BLMs during Physical Distancing

In a classroom following physical distancing guidelines it is important to reduce the amount of paper and other materials distributed in class. Many Dance & Drama experiences include source images and text which can be projected safely instead of distributed to students. To avoid the use of hand-held manipulatives and artifacts, take photos of them and project the images to students.

Often *Black Line Masters* (BLMs) are given to students to generate ideas, report, self-assess, peer assess, reflect, and to use as final exit cards. BLMs in our resources are all PDFs. Some can be projected, however others will need to be converted for independent or group use.

A few ways to do this include:

1. Convert the PDF to a Word or Google Doc and assign it to individuals or groups of students via Google Classroom:
  - Download the PDF onto your hard drive
  - Upload the PDF into your Google Drive
  - Open *file as a Google Doc*
  - Reformat as needed
  - Share copies with students
2. Create slides and assign them to individuals or groups. The slides have the original document as a background and add a text box on top of it so that students can type into it.
3. Put the questions on a Jamboard or other collaborative interactive program and assign a board to each group.

#### Materials

- Data Projector and/or interactive board
- Chart paper and markers for teacher to record (or use white board or interactive board)
- Projected images from magazines, news, brochures, etc. (or enlarged samples to post in class)
- BLM #1 Issues Assessment Checklist
- BLM #2 Issues Self-Assessment Reflection

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#### Curriculum Expectations

##### Connections to Financial Literacy

Connections to financial literacy can be made in Visual Arts, in which students consider the relationship between arts, the community, and media. Connections can also be made in all strands of the arts curriculum as students develop skills related to reflecting, responding, and self-awareness in all of the arts. These skills are transferable and can be applied in contexts involving financial issues, including situations where they need to be critical consumers. In addition, ideas and themes related to socio-economic issues can be explored through all of the arts.

##### Visual Arts

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D2.2 explain how the elements and principles of design are used in their own and others' art work to communicate meaning and understanding

Expectations in which explicit connections can be made to financial literacy can be found in the Media Literacy strand. Through learning to recognize overt and implied message in advertising and other media texts, students can develop the critical thinking skills that they need as consumers.

##### Media Literacy

1.1 explain how a variety of media texts address their intended purpose and audience

1.2 interpret media texts, using overt and implied messages as evidence for their interpretations

1.3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

#### Learning Goals

At the end of this lesson, students will be able to

- identify the purpose of media texts
- identify the audience of media texts
- look at media critically
- communicate the difference between implied and overt messages
- use the principles of design to create visual art that conveys a message

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#### Instructional Components and Context

##### Readiness

Students are encouraged to have experience with a variety of media texts. Students should have previous experience differentiating between print and film ads and should be able to identify key differences. Critical thinking will be used widely throughout this lesson, and prior experience and exposure to higher order questioning and reasoning is recommended.

##### Terminology

###### Media Literacy

- Audience
- Visual stimulus
- Social Justice Issues (including but not limited to): Poverty / Consumerism / Global aid / Racism / Conservation / Global warming / Equality / Unity / Peace & War / Global Pandemic-COVID-19

##### Minds On

*Whole Class > Identifying Different Types of Advertisements - Include discussions related to social media, news, blogs, podcasts, and how point of view, bias, context, consumerism, politics, persuasion and advertising are connected.*

Begin by asking students to identify what advertising is. Prompts: *Who can provide me with an example of an advertisement? What type of advertisement is that? Why do we advertise?* Students are encouraged to identify examples they have seen in **media** (online/TV) and in print. Ask students to identify the differences and similarities between the purpose of a variety of advertisements. Record these on a white board or interactive board so that everyone can see. For additional information and resources see <https://mediasmarts.ca/>

Next, project 2 different images. One (ad) should feature a product, but cover any words. The second image should be a photograph from an article. Ask students to identify whether each image is an advertisement or a photograph. Prompts: *Is this image an ad or a photograph? How do you know? What are the distinguishing features of each?* Ask additional questions to arrive at the distinguishing characteristics between images that promote a product, and ones that do not.

Finally, present to students two new advertisements; one which contains a product, and another ad that does not contain a product (e.g. a lifestyle or vacation ad). Ask students to identify the differences and similarities between the ads. Prompts: *What is the message for each of these ads? Which one do you believe is more effective?* Ask students to identify that in some cases the product is an experience.

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*Connections:* Ask students to use their understanding of advertising all around us to think critically about the purpose and audience for public service announcements.

*Differentiation:* Students may require the opportunity for oral talk with a peer (think/pair/share) before engaging in class discussion. If this can be done safely without too much distracting noise (**consider outdoors**, allowing the need to speak from a distance) the teacher may provide students with additional time for discussion where required.

*Assessment for learning:* Anecdotal notes can be taken to record student understanding and to drive the next portion of the lesson.

### **Action!**

*Whole Class/Small Group > Reacting as a Consumer*

Ask students to consider the purpose of other genres or forms of advertisements. Tell students that they will be watching another type of advertisement called a “Public Service Announcement.” Choose **two different** clips from *Concerned Children’s Advertisers* to show students. See this updated collection of 34 PSAs for teachers to choose what is most appropriate for their learners:  
<https://www.youtube.com/watch?v=hmQW7OVUA4c>

Students can choose 1 for the assignment below.

*Key Questions for Discussion:*

- *What was the purpose of each of these advertisements?*
- *Why might they have been created?*
- *What are these advertisements promoting?*
- *How did you react when you saw each advertisement?*
- *What is the purpose of an advertisement?*

Have students identify that the purpose of some advertisements is informational, while the purpose of others is to sell a product.

Next, have students watch the clip, “Media Monkey” from *Concerned Children’s Advertisers*. [http://www.cca-kids.ca/psas/media\\_literacy.html](http://www.cca-kids.ca/psas/media_literacy.html) (This clip can also be found on YouTube).

Ask students to consider the message of this advertisement. Prompts: *What is the message of this advertisement? How do you know this? Who is the intended audience?* Have students identify that this advertisement wants children to think for themselves, without relying on advertisements.

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### **Elementary Dance: Junior – Public**

Tell students they are going to take what they now know about different types of advertisements and apply that knowledge to analyse ads. Have students create a list of criteria for effective advertisements. Refer to **BLM #1 Issues Assessment Checklist** to aid in the co-creation of the list.

Students may work individually or in collaborate (in groups of 3 or 4) digitally (document, slide, jamboard, etc.) to analyze the ads using the following questions as guidelines:

- *What is the message of the advertisement?*
- *Who is the intended audience?*
- *Is this an effective ad? Why or why not?*

Ask students to consider the text, the use of colour, position, layout, music, editing, performance, setting, and any other elements that make ads appealing.

Prompts: *How do the text and image relate to one another? Could this ad still promote its message without words, without images, or do they rely on one another? What elements might make some ads more effective than others?"*

Invite students to share their analysis with the class.

### **Connect & Consolidate**

Students will select an issue from the following list of social justice and socio-economic issues including but not limited to: Poverty / Consumerism / Global aid / Racism / Conservation / Global warming / Equality / Unity / Peace & War / Global Pandemic-COVID-19

Students will apply their previous understanding of effective messaging to create their choice of the following:

1. a visual (print ad) that conveys a message
2. a meme
3. A 15-30 second PSA
4. A radio advertisement (audio recording)

Allowing students to self-select their final task will engage, empower, and yield more successful results for students as individual learners.

Students should consider context, current issues in the news which may include responding to CO-VID 19, Black Lives Matter, etc. *How do we learn about what is happening in the world? What sources are reliable? What is the truth? Whose truth?*

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Students will consider:

- Construction of reality – what is my message?
- What medium will I use?
- What text, colours, shapes, techniques will I use to create meaning?
- What will attract the interest of my audience?
- Audience – who am I trying to attract/persuade?

*Differentiation:* Have all samples, examples, templates, BLMs, etc. available in the digital classroom environment (e.g., Google Classroom/Brightspace, etc.) for students to access. Provide a variety of ads (format and content) to students to engage their diverse needs and interests.

*Assessment for learning:* Observe in the classroom and through students' digital assignments while students are working, engaging in conversations and assessing for student understanding. Anecdotal notes should be recorded at this time, and when students share their ad analysis with the class.

Students may need a scribe or technological assistance (speech to text such as Read and Write Chrome) for the written reflection after their artwork has been created.

Assessment of learning: Students' visual art piece will be evaluated using **BLM #1 Issues Assessment Checklist** and students' independent reflection using **BLM #2 Issues Self-Assessment Reflection** sheet.