



How much advertising do you see?

The advertising industry spends billions of dollars every year on trying to change our behaviour. Making us buy things, go places, eat things, watch things, use things, and so much more. How much advertising do you see in a day, a week, or a year? What kinds of things do you see advertised most often? If those ads work, what might the impact be on the things you do and buy?

Year levels

Years 3 & 4

Curriculum Areas

CURRICULUM AREA	STRAND	SUB-STRAND
Science	Science Inquiry skills	Questioning and predicting Planning and conducting Processing and analysing data and information Communicating
Mathematics	Statistics and Probability	Data and representation and interpretation
English	Reading and Viewing Writing Speaking and Listening.	Interpreting, analysing, evaluating Interacting with others Expressing and developing ideas
Digital Technologies	Data and Information	
General capabilities	Critical and Creative Thinking	Analysing, synthesising and evaluating reason and procedures

Equipment needed

- Notebook & Pen
- Youtube

Goals

In this unit the student will improve their data literacy and data analysis skills by :

Knowing:

- What data is and how it is collected
- That data can help tell a story about the world around us and help us solve problems

Doing:

- Collecting data
- Applying basic mathematical skills to make sense of data
- Sharing the data story with others in different ways.

Understanding:

- How advertising can influence people's feelings to buying things
- That data can be interpreted in different ways by different people for different reasons
- How communication is important when it comes to advertising

Step 1

- Watch this Behind The News Episode on junk food advertising
<https://www.abc.net.au/btn/classroom/kids-ads/10538062>
- And this one about sneaky ads:
<https://www.abc.net.au/btn/classroom/sneaky-ads/10540568>
- As a class, brainstorm to create a list of what kinds of advertising you see and where you see it. What makes something an ad? What are ads for?
- Try to think of a whole lot of different types of advertising, not just ads on tv or youtube. For example, cars with company advertising on them, signs at the side of the road, t-shirts with logos on them, product placement in tv shows (for example where someone drinks Coke or Pepsi rather than just a cola, or where the apple symbol is visible when someone uses a laptop), posters in the supermarket, and others.

Step 2

- Create a personal list of all of the types of advertising you can remember seeing.
- Estimate how often you see each type of ad - for example 5 times a day on youtube, once a day on tv, twice a day on billboards, once a week in the supermarket, etc.

Step 3

- Carry a notebook and pen for a week, and write down every time you see some advertising. Make a note of what is being advertised, and how. For example: food with pictures of tasty food, a holiday destination with pictures of people having fun, an antiseptic spray with warnings that you'll get sick without it, etc.
 - Try to categorise the type of advertising, for example:
 - Humour - getting your attention by making you laugh,
 - Being cool - making you want to buy something because people look cool using it, or because some popular celebrity likes it,
 - Fear - you need this product to protect you or your family from disease or danger
 - Health - you need this product to be healthy
 - What other techniques can you think of?
- Before you start this phase, plan how you will record and structure the information, given that you want to be able to pull all of the information together in the next phase of the project.
 - You will need to be able to count types of ad (billboard, online video, poster in shop, etc) and company or product advertised. For example, if you simply write a sentence every time - "saw a billboard advertising McDonalds with a picture of a burger and fries" - that will be difficult to count compared to using a table to collect the information.
 - You also want to be able to make a quick note rather than writing a lot every time. Is there a way you can setup your notebook so that you can tick boxes wherever possible, rather than writing a lot?

Step 4

- Work out how many types of advertising you noted down during the week that weren't on the personal list that you wrote before you started to count the ads..
- Put this information together as a class: how many types of ad did the class expect to see, and how many did they actually see?
- How difficult was it to put this information together?
 - Did you all use the same descriptions for the different types of ad?
 - Was it sometimes difficult to work out whether a type of ad you saw was the same as the type of ad your classmates saw? How did you solve this?
 - What might have happened if you couldn't easily discuss it, because the kids who collected that information were in another class or something?

Step 5

- Make a bar graph of the number of types of ad the class expected to see, compared with the number of types of ad the class did see. How big does the difference look?

Step 6

You can break your data up in a lot of different ways. Make 3 different graphs using the same data by graphing things like

- Different categories of ad - eg food, entertainment, cars, clothing, etc
- Different companies advertised - eg McDonalds, Coke, Target, etc
- Different ad media - eg Billboards, Youtube, TV, etc
- Different techniques used in the ads - (see Step 3)
- See if you can think of other things to graph in this dataset.

Step 7

Consider the different advertising techniques.

- As a class, discuss how they make you feel. Which ones do you think are more likely to persuade you to buy or use something?
- Which ones do you think are more likely to persuade your parents to buy or use something?
- Can you take the same techniques and use them to make your graphs from step 5 more interesting?
 - For example, using pictures to make them funny, or scary, or to make you think some things are cool?

Step 8

Write a report for your family and friends, using the difference between how much advertising you thought you were seeing and how much advertising you actually recorded when you were looking at it, to warn them how much advertising really surrounds them.

Before you start writing, ask yourself what it is you really want people to know? Which of your graphs will you use in your report, to help get that message across? Do you need a different graph? Or do you want to make your graphs more interesting and compelling with pictures?

Advanced activities

Given the number of ads you saw over one week, how many ads would you see in a month, or a year? Remember that a month is usually not exactly 4 weeks. How could you account for this in your calculations?

Might there be times of the year when you see more ads than you saw in this week, or less? For example when you spend more time out and about, or in shopping centres, or online?

Is it possible that you didn't notice some of the ads you saw? Devise a new experiment that would make your results more accurate - ie make it more likely that you notice ALL of the ads that you see in a week.

Curriculum Links

Curriculum Area: Strand: ● Sub-strands	Year 3	Year 4
Science: Science Inquiry Skills: ● Questioning and predicting	<ul style="list-style-type: none"> ● With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge 	
Science Science Inquiry skills ● Planning and conducting	<ul style="list-style-type: none"> ● Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair tests 	
Science: Science Inquiry Skills: ● Recording and Processing	<ul style="list-style-type: none"> ● Use formal measurements in the collection and recording of observations ● Use a range of methods including tables and column graphs to represent data and to identify patterns and trends. 	
Science Science Inquiry skills ● Analysing and evaluating	<ul style="list-style-type: none"> ● Compare results with predictions, suggesting possible reasons for findings. ● Reflect on an investigation, including whether a test was fair or not. 	
Science Science Inquiry skills ● Communicating	<ul style="list-style-type: none"> ● Represent and communicate observation ideas and findings to show patterns and relationships using formal and informal scientific language 	
Mathematics Statistics and Probability ● Data representation and interpretation	<ul style="list-style-type: none"> ● Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording ● Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies ● Interpret and compare data displays 	<ul style="list-style-type: none"> ● Select and trial methods for data collection, including survey questions and recording sheets ● Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values
English <u>Reading and Viewing</u> Interpreting, analysing and evaluating <u>Writing:</u> Creating texts <u>Speaking and Listening:</u> Interacting with others	<ul style="list-style-type: none"> ● Identify the audience and purpose of imaginative, informative and persuasive texts ● Plan, draft and publish imaginative informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the 	<ul style="list-style-type: none"> ● Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text ● Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures

	<p>audience and purpose</p> <ul style="list-style-type: none"> • Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations 	<p>and language features</p> <ul style="list-style-type: none"> • Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group.
<p>Technologies Digital Technologies</p> <ul style="list-style-type: none"> • Data and Information 	<ul style="list-style-type: none"> • Recognise different types of data and explore how the same data can be represented in different ways • Collect, access and present different types of data using simple software to create information and solve problems 	
<p>General Capabilities Critical and Creative Thinking</p> <ul style="list-style-type: none"> • Questions and possibilities • Reasoning 	<ul style="list-style-type: none"> • Construct and use open and closed questions for different purposes • Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas • Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view • Investigate why and when the consequences of a point of view should be considered • Identify and use, 'If, then...' and 'what if...' reasoning 	