

Actividad 3: *It's all about persuasion*

PROPÓSITO

Se propone que los estudiantes analicen las técnicas persuasivas que se usa en publicidad para comunicar mensajes de manera atractiva y captando la atención del público.

OBJETIVOS DE APRENDIZAJE

OA 2: Producir textos orales y escritos claros en contextos relacionados con sus intereses e inquietudes, con el fin de expresar una postura personal crítica que respeta otras posturas.

OA 3: Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes.

ACTITUDES

- Responsabilidad por las propias acciones y decisiones con consciencia de las implicancias que esta tienen sobre uno mismo y los otros.

DURACIÓN

4 horas pedagógicas

DESARROLLO

El profesor les presenta la siguiente idea clave:

ADVERTISING is everywhere!!! We are surrounded by it...

Discusión sobre la publicidad actual

- Luego les pide que se reúnen en grupos de cuatro para una primera aproximación y discusión del tema con algunas preguntas:

In groups of four, discuss the following questions:

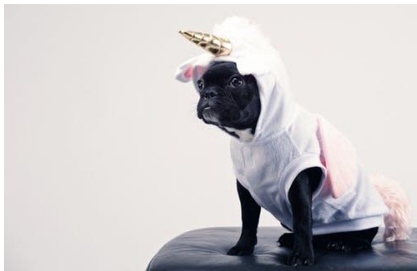
- What is advertising?*
- Why do we advertise?*
- Is advertising really necessary?*
- What makes advertising catchy?*

Write your ideas in note form and then share them with another group.

Comparten sus ideas mientras el docente monitorea el trabajo.

Leyendo y observando publicidad

- El profesor explica: *Advertising can be especially persuasive because of the combination of text and image. Illustrations and photographs help to engage the reader. The images might visually represent the text or be included to alter our perception of a particular topic. Just like written text, a picture can show something superficially (**denotation: the literal meaning; what you see**) but also something else beneath the surface (**connotation: the feelings, story or ideas the image evokes**). Images add more meaning to a text; likewise, a well-chosen caption (text) can also add meaning and guide or influence the way in which the audience sees the image.*
- Para poner en práctica esta doble lectura de la imagen, realizan la actividad que sigue. *Look at the images below and explain the denotation and connotation of each:*



Conexión interdisciplinaria

Artes Visuales

OA7

Diseñar y gestionar colaborativamente proyectos de difusión de obras visuales, audiovisuales y multimediales propios, empleando diversidad de medios o TIC.

- El docente solicita a tres grupos que, en voz alta, cuenten a la clase cuáles fueron sus lecturas de esas imágenes. Los integrantes de otros equipos comentan acerca de las semejanzas o diferencias entre sus percepciones y las de los grupos que ya presentaron, profundizando en el porqué.
- Para familiarizarse con el lenguaje de los medios, harán lo siguiente: *Do this match exercise to become familiarized with certain media and advertising terminology.*

1.Audience	a. A preconceived notion, especially about a group of people.
2.Broadcast	b. A set of opinions or beliefs of a group or an individual.
3.Connotation	c. What the word literally says.
4.Denotation	d. A specific type of music, film, or writing.
5.Competitor	e. Advertising that informs and educates rather than selling a product or service.
6.Institution	F. Any interconnected system.
7.Ideology	G. Advertising that appears in movies or TV shows.
8.Genre	H. A type of advertising that appears in magazines, newspapers, brochures, leaflets.
9.Network	I. A type of advertising that appears on the internet.
10.Stereotype	J. The people, considered as a group, who watch or listen to a performance, movie, public event, etc., either together in one place or separately.
11.Outdoor advertising	K.To air a program, especially on TV or radio.
12.Public service advertising	L. A type of advertising that appears in cell-phones.
13.Product placement advertising	M. It promotes products by showing them in original ways in the showcase of shops.
14.Print advertising	O. The feeling a word invokes.
15.Digital advertising	P. A big scale type of advertising that appears at bus stops or in roads and highways.
16.Mobile advertising	Q. Rivals or contenders for the same thing.

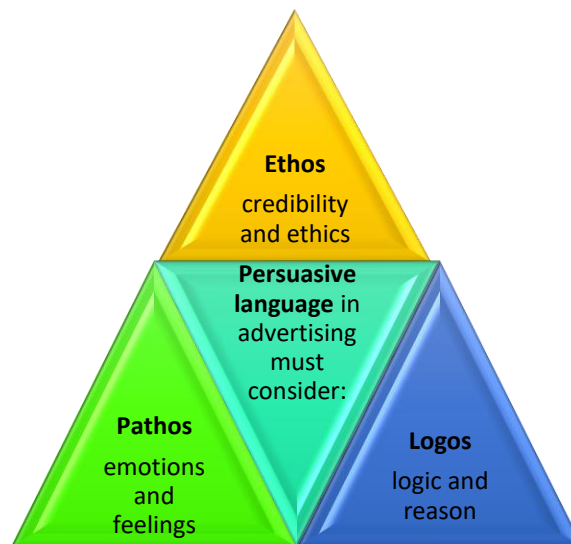
- Los estudiantes revisan y comparan sus respuestas con otros. El docente resuelve dudas sobre la terminología; puede solicitar a algunos jóvenes que presenten otros contextos donde se usa esos términos, para entregar nuevos ejemplos a sus pares.

Comprendiendo un lenguaje especializado

- Para explicar cómo se usa el lenguaje publicitario, el profesor entrega o presenta el siguiente texto:

Language techniques used in modern advertising:

This pyramid which contains the essence of persuasive language used in any text type. Messages can appeal to only one of them, two or the three of them.



Other elements that are used when creating effective, catchy adverts are:

- **Concision and Straightforwardness:** Examples: 'We race, you win' (for an automobile); 'On time, every time' (express mail service); 'It's all within your reach'; 'Every time a good time' (restaurant).
- **Clarity:** "Melts in your mouth, not in your hand." — M&M's; "Think outside the bun" — Taco Bell
- **Neologisms:** The invention of new words. Examples: Penguin Books "Unputdownable" Mercedes-Benz "Fabuttractive. The E-Class Coupé. It deserves a whole language"
- **Repetition:** "REUSE, REDUCE, RECYCLE or REGRET" I am proud of my people. I am proud of my heritage. I will voice my pride (US Census Bureau).
- **Promise function:** As long as the world is full of durable people, we'll keep making durable fabrics. (Cordura Fabric)

Examples of slogans for social issues advertisements:

- Travelling fruits cause pollution. Think global. Eat local (BUND / Friends of the Earth).
- How do you build a long-lasting relationship with a patient? You build a device that keeps them alive (Massachusetts General Hospital).
- For more information on lung cancer, keep smoking (The Lung Association, British Columbia).

- Discuten sobre lo leído y piensan en ejemplos de comerciales o avisos publicitarios atractivos que conozcan, en inglés. En grupos de cuatro integrantes, analizan por qué son atractivos, relacionando sus ideas con las diferentes estrategias publicitarias estudiadas; pueden utilizar algún celular para recordar las palabras de tales avisos. Asimismo, pueden desarrollar un proyecto con otras asignaturas en lo relacionado con creación, imágenes, uso de medios audiovisuales o tecnología.
- Sintetizan la información en el siguiente cuadro:

<i>Techniques used in the add</i>	<i>How (examples from the add)</i>	<i>Why is this technique effective? How does it make you feel?</i>

Revisando publicidad social

- El docente proyecta o imprime imágenes de campañas sociales (para encontrarlas, escribir en el buscador de Google: *social advertisements/social ad campaigns*) y formula las siguientes preguntas:
 - Are these advertisements for commercial purposes? What do you think?*
 - How do you feel when you look with attention at those images?*
 - What is your opinion about the idea: “Advertising justifies its existence when used in the public interest”? Discuss with a classmate.*
- Dialogan y establecen las ideas en común; el profesor las anota en la pizarra. Este diálogo sirve como motivación para presentar el texto.
- Luego les muestra un texto para que analicen lo relativo a la publicidad sobre asuntos sociales.

Some Social Issue Ads that’ll Make you Stop and Think Advertising, Social Issues

By Lina D.

*Many people complain about **glossy** advertisements and TV commercials as an **obnoxious** way for companies to invade our everyday lives and ram their products down our throats, but that’s not all that printed ads are good for. The best commercials on this list are excellent examples of effective advertising strategies for social issues marketing campaigns that let their voices be heard.*

*A well-made advertisement is designed to grab your attention and to remain in your memory long after you’ve left it behind, and that is precisely what many of these social problems need. Getting people to think and worry about various social and environmental issues such as **human trafficking**, racism, and air pollution is significant for raising public support and producing meaningful changes. A few of these ads are, in fact, commercial ads, but it’s still nice that they **champion** socially or environmentally **aware** causes/products. Just like with commercial advertisements, having just the facts is not enough. They are essential, but the ad must also appeal to the observer’s emotions to raise social awareness. Many studies have*

*indicated that feeling can have a powerful effect on memory formation, **ensuring** that memories with emotion will last longer than those without.*

According to David Ogilvy, founder of the legendary Advertising Agency, his contemporary, Howard Gossage, said that “advertising justifies its existence when used in the public interest—it is much too powerful a tool to use solely for commercial purposes.” We definitely agree, which is why we wanted to share this list of excellent advertisement examples with you!

Adapted from:

https://www.curriculumnacional.cl/link/https://www.boredpanda.com/powerful-social-advertisements/?utm_source=google&utm_medium=organic&utm_campaign=organic

Glossary:

- ✓ *Glossy: with shiny pages*
 - ✓ *Obnoxious: annoying*
 - ✓ *Human trafficking: the trade of humans for the purpose of forced labour, sexual slavery, or commercial sexual exploitation for the trafficker or others.*
 - ✓ *To champion: to publicly support or defend a set of beliefs, political aims, or a group of people*
 - ✓ *Aware: informed*
 - ✓ *ensuring: making sure that*
- Luego de la lectura, responden a lo siguiente en sus cuadernos:
 - a. **Understanding meaning from context:** *Read the following phrases and explain what the words in italics mean.*
 - *Companies to invade our everyday lives and ram their products down our throats.*
 - *A well-made advertisement is designed to grab your attention.*
 - *Having just the facts is not enough. They are essential.*
 - *But the ad must also appeal to the observer’s emotions to raise social awareness.*
 - b. *Explain what Howard Gossage means when he says: “Advertising justifies its existence when used in the public interest—It is much too powerful a tool to use solely for commercial purposes.” Do you agree with this? Justify your opinion.*
 - c. *In no more than three lines, summarize the main ideas of the article.*
 - Comparten sus respuestas con otros compañeros e intercambian sus opiniones en inglés.

Analizando imágenes

- Observan diversas imágenes publicitarias de carácter social y reflexionan con un compañero sobre el tema, el contenido textual de las imágenes, el uso de los colores y todo lo que les llame la atención. Pueden tomar notas en sus cuadernos.
 - A continuación, el docente muestra cada imagen y entrega algunas ideas en general.
 - En parejas, completan la siguiente tabla.
- Look at the following social issues ads and fill in the chart:*

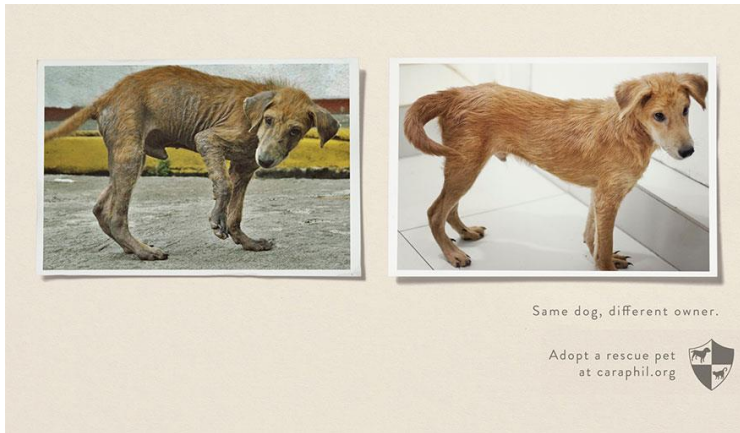
	Ad 1	Ad2	Ad 3	Ad 4	Ad 5
<i>What does the ad try to communicate and persuade people about?</i>					
<i>Who is/could be this ad for?</i>					
<i>What assumptions or beliefs do its creators have that are reflected in the content?</i>					
<i>How does this make you feel, based on how similar or different you are from the people portrayed in the media product?</i>					
<i>Who and what is shown in a positive light? In a negative light?</i>					
<i>Why might these people and things be shown this way?</i>					
<i>What techniques does the media product use to get your attention and to communicate its message?</i>					
<i>In what ways are the images in the media product manipulated through various techniques (for example: lighting, makeup, camera angle, photo manipulation)?</i>					

- Intercambian sus tablas con otras parejas y analizan las respectivas respuestas, mientras el profesor los supervisa.



Ad 1

Advertising agency: unknown



Ad 2

Advertising agency: unknown



Ad 3

Advertising Agency: TBWAHuntLascaris, Johannesburg, South Africa



Ad 4

Advertising agency: Lowe



Advertising agency: Comtech

Ad 5

Orientaciones para el docente

Se sugiere los siguientes indicadores para evaluar formativamente los aprendizajes:

- Distinguen técnicas utilizadas en el lenguaje publicitario.
- Analizan imágenes publicitarias para identificar el lenguaje técnico aplicado.

Antes de la etapa de “Aplicación”, pueden discutir brevemente sobre los conceptos y técnicas que se emplea en las campañas publicitarias, para afianzarlos aprendizajes al respecto; así aprovechan de aclarar dudas sobre conceptos, léxico y estructuras.

Asimismo, se puede reforzar los conceptos de *Ethos*, *Logos* y *Pathos* con los ejercicios correspondientes a *How persuasive can you be?* o *Persuasive Techniques review*, disponibles en: <https://www.curriculumnacional.cl/link/https://blog.prepscholar.com/ethos-pathos-logos-kairos-modes-of-persuasion>

<https://www.curriculumnacional.cl/link/https://slideplayer.com/slide/1526817/>

También pueden practicar dichos conceptos con ejercicios de identificación: <https://www.curriculumnacional.cl/link/http://carlsonenglish2017.weebly.com/uploads/1/3/5/5/13550043/ethos-pathos-logos-worksheet.pdf>

El docente cuenta con diversos recursos en línea para estos efectos y para que los jóvenes pueden compartir en una “nube” con sus compañeros y con estudiantes de otros cursos.