

## A. McLoughlin Lesson 76R (Remote/Synchronous)

Unit Topic: Media Studies (Advertising)/Novel Intro.

Unit Theme: Food

Today's Topic and Theme: Ethics in Advertising/Novel Selection

Date	Year and name of class	Time of lesson
Tuesday, 13 April, 2021	1, English	12-1

Learning Outcomes	O10. Collaborate with others in order to explore and discuss understandings of spoken texts by recording, analysing, interpreting and comparing their opinions R5. Engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading W4. Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences
Learning Intentions	Students will: <ul style="list-style-type: none"><li>● Remember and check understanding concerning major concepts of the unit.</li><li>● Revise their work considering language usage from an ethical standpoint.</li></ul>
Success Criteria	Students will be able to: <ol style="list-style-type: none"><li>1. Revise their scripts and record/edit a 30-second spot (radio ad) thinking about inclusion.</li></ol>
Resources Available	<ul style="list-style-type: none"><li>● ICT: Google Slideshow here (<a href="#">includes professional examples</a>), student-generated models</li><li>● <a href="#">My :30 second spot script</a></li><li>● <a href="#">Five-minute lesson recap</a> for those who were unable to join online.</li><li>● <a href="#">Self- and peer-assessment rubrics</a>.</li><li>● <a href="#">Old advertisement for Lyons tea</a> and <a href="#">Irish Times article</a>: "From Golly Bars to Eskimo Mints: The Irish brands with a race problem," by Jennifer O'Connell</li></ul>

Planning for:	<b>Literacy:</b> <ul style="list-style-type: none"><li>● Oral language: Students will have the option, in this and following assignment, to submit their contribution as an oral response.</li><li>● The understanding and critical appreciation of broadcast media: Students are able to critically evaluate information and opinion broadcast media accessed in print and online.</li><li>● Listening skills: identification of genre, making predictions, summarising, organising information.</li></ul>
	<b>Numeracy:</b> <ul style="list-style-type: none"><li>● Communication and expressing: students contribute effectively and appropriately to discussions, students use multiple representations</li><li>● Critical and creative thinking: Examining, analysing and critiquing how</li></ul>

	<p>advertising and adverts work to sell a product. Making good arguments for their own selection and critiquing their own and class work.</p> <ul style="list-style-type: none"> <li>● Information processing: critically assessing and interpreting information using tables, charts, diagrams, graphs; creating and revising a project.</li> </ul>
	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Content: Student- and teacher-generated samples used, repetition of elements from previous class. For text summaries, I will be offering text summaries of different levels of difficulty.</li> <li>● Process: Classwork scaffolded with some students completing more scaffolded copies than others, some will start with audio recording rather than writing, some will expand on the outline or will go straight to the script. Few may have a full audio first-draft completed.</li> <li>● Outcome: All will create a 30-minute spot, but some might have more voices and sound effects, and few will have a highly edited version of the spot with actors performing parts by the end of the next class. /Text selected before next class.</li> </ul>

<p><b>Intro.</b> (10 min.):</p>	<p>Housekeeping: Ask about use of Teams for documents in maths class. Is it easier for them to get their assignments there than on Schoology?</p> <p>Also: cameras off, have to participate in some way, enter into the chat, or respond when name called. If there's any issue with this, message me.</p> <p>I will take attendance and share the assignment and learning intention with the students, asking them to hold up their copies to the camera when complete.</p> <p>First English class day back in school. Ask about how they're doing. Do one-word check-ins and/or thumbs up/side/down. They'll probably be tired on the second day back—maybe more so than Monday!</p>
<p><b>Development 1</b> (25 minutes)</p> <p>Content: Cross-curricular work with science class, looking at the ethical implications of doing advertising work for companies.</p>	<p>Methodologies: <b>class discussion, directed reading, stop-and-jot</b></p> <p>I will remind students of the Chipotle commercial from last unit and our discussion of it. (Student V talked about how she'd had it and didn't like it but still wanted to buy it because of this commercial and the commitment that the company was professing to ecologically friendly and fair-trade food.</p> <p>I will remind students of their <b>work with tea in science class</b>: Not only did they talk about (scientific) solutions and how tea works, but about the ethics of tea (Remind them about Student L's comment about preference for loose leaf tea.) I will ask: <i>Since I'm working on an ad campaign for Lyons tea, what ethical challenges do you think I will face?</i> (Alternate question: <i>Do you think I should feel bad about working for Lyons?</i>) Students will <b>stop and jot some thoughts</b> in their copy before sharing verbally or in the chat.</p>

	<p>I will ask students to put their thumbs up, to the side, or down to show how much they know about minstrel shows: their history and the racial implications of these shows before sharing the <a href="#">old advertisement for Lyons tea</a>, :14 seconds (trigger warning for students of colour: can opt out of watching, put link to the video on the chat) They will read a short article for five minutes and add to their stop and jot: <i>What reservations should I have about working for Lyons Tea? Why?</i></p> <p>Students will think about the ethical implications of their scripts: <i>Are there any stereotypes there? Is there anyone it pushes to the margins? What could you do to counteract that, while still making a sale?</i> (<a href="#">My example</a>: Specify a female announcer, or change the ending: “Whoever you are, wherever you’re going, start your day with a roar?” and ask them which will make a greater impact in their opinion.</p>
<p><b>Development 2</b> (15 minutes)</p> <p>Content:</p> <p>Keywords: text, student choice, preview, summary</p>	<p>Methodologies: <b>one-on-one conferences, Google/One Note Form, class discussion</b></p> <p>Students will select their novel for the final unit from a list I’ve created with descriptions. I will explain that I’ve narrowed it down based on their interest survey from the Autumn and that they should let me know if they think any other books from the full list should be included.</p> <p>Students will read their independent books following the selection. A review of our reading strategies will be projected onto the board.</p>
<p><b>Conclusion</b> (10 min.):</p>	<p>Students will share one way to make their advertisement more inclusive either verbally or in the chat as an exit card for the day. I will remind students of the homework deadlines and of the resource for reviewing recording/editing on their iPads.</p>

Reflection: