

# Classroom activities

## Stage 3 | Lesson three



### Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.



### Resources and Preparation

#### Resources

- Access to interactive whiteboard.
- Worksheet 8 – TV ad storyboard template.
- Australian Avocados ad – [www.australianavocados.com.au/the-daily-spread/home-entertaining/australian-avocados-are-now-tv-love-avocado-feeling](http://www.australianavocados.com.au/the-daily-spread/home-entertaining/australian-avocados-are-now-tv-love-avocado-feeling). Scroll down to access the TV advertisement.
- Australian bananas ad – [www.australianbananas.com.au](http://www.australianbananas.com.au) Scroll down to access the TV advertisement.
- Team FNV ad – [www.youtube.com/watch?v=3sn1q4rwm1U](http://www.youtube.com/watch?v=3sn1q4rwm1U)

#### Preparation

##### Prior to lesson:

- open advertisement webpages ready for viewing.
- photocopy WS 8 – 1 per group.

**Duration | 70 minutes**

## Get Loud for Fruit & Veg

Students discuss food advertising and develop a storyboard for an ad promoting fruit and vegetables.

### Introduction (10 mins)

- Review knowledge from previous lessons around the benefits of fruit and vegetables, how much to eat and the role of food advertising to influence fruit and vegetable consumption.
- Advise students that they will be reviewing some TV ads for fruit and vegetables. They will look at the methods used and then will develop a storyboard for an ad to promote a fruit or vegetable.

### Activity (40 mins)

1. Watch the three ads. After each ad, as a class, discuss the methods the advertisers used to promote their product. If prompting is needed, refer students to the use of catchy music, images of people having fun, simple screen captions or voiceovers. Write these up on the whiteboard for later reference.
2. Ask the students if any of the ads mention health? Re-watch ads if necessary. Brainstorm why the advertisers might not put a focus on health in their ads.
3. Students break into pairs. Provide each pair with a copy of WS 8 to use to storyboard an ad for a fruit or vegetable. Refer students to the methods identified in the viewed ads. If needed, class can do a storyboard together to model the task.

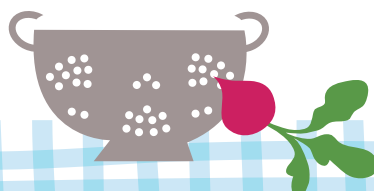


### Conclusion (20 mins)

Selected pairs present their storyboard ideas to the class. Storyboards can be displayed in the classroom.

**Note:** students can put their draft into a slideshow format (e.g. Powerpoint). Students can vote for the best storyboard and the class can work together to develop an ad over subsequent lessons.

*Get Loud For Fruit & Veg activity continued >*



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### Assessment

- For:** Student contribution to group discussions.
- As:** Student identifies methods advertisers use to promote products. Student identifies methods to advertise their chosen fruit or vegetable.
- Of:** Quality of student work.

### Differentiation

- Extend:** Students work on the task individually. Groups develop their ad as a project based task over a longer period of time.
- Simplify:** Students work in mixed ability groups. Students complete a lower stage task.

### School/Home Link

Students share their storyboard with their family. Selected images and ideas from the storyboards are published in the school newsletter or on the school website.





**Student name/s:** \_\_\_\_\_

Our client (fruit or vegetable being advertised): \_\_\_\_\_

The aim of our ad is: \_\_\_\_\_

Our main idea for promoting our client is: \_\_\_\_\_

**Shot 1**

1. Description of shot	2. Draw sketch of shot	3. Spoken text (e.g. voiceover)
4. Written text (e.g. screen captions)	5. Music/sounds	6. Special effects

## Worksheet 8.2 | TV ad storyboard template

### Shot 2

1. Description of shot	2. Draw sketch of shot	3. Spoken text (e.g. voiceover)
4. Written text (e.g. screen captions)	5. Music/sounds	6. Special effects

### Shot 3

1. Description of shot	2. Draw sketch of shot	3. Spoken text (e.g. voiceover)
4. Written text (e.g. screen captions)	5. Music/sounds	6. Special effects

## Worksheet 8.3 | TV ad storyboard template

### Shot 4

1. Description of shot	2. Draw sketch of shot	3. Spoken text (e.g. voiceover)
4. Written text (e.g. screen captions)	5. Music/sounds	6. Special effects