Stage 4 English – representation in advertising

#### Considerations for programming for learning from home

This sample learning sequence is a unit starter and reflects the language of the MS Teams platform, however this could easily be applied to other online learning platforms. The activities use a blended approach and contain synchronous activities that could easily become asynchronous.Resources are provided at the end of the document or as live links within the teaching and learning activities**.** Submission of material at key checkpoints is via posts, collaboration in central documents, representations in [Microsoft Whiteboard](https://whiteboard.microsoft.com/), submitting documents via assignments in Teams and sharing video and voice recordings via Flipgrid.

The teaching and learning activities do not cover all of the learning intensions and success criteria they provide a starting point and connect to specific free technology to help engage students in this learning environment. Students can access the technologies listed either via links provided by the teacher ([Mentimeter](https://www.mentimeter.com/), [Storyboard that](https://www.storyboardthat.com/) and [Poll Everywhere](https://www.polleverywhere.com/) for example), while Whiteboard, [Flipgrid](https://educationblog.microsoft.com/en-us/tag/flipgrid/), [MS Teams](https://docs.microsoft.com/en-us/microsoftteams/teams-quick-start-edu), PowerPoint and [Forms](https://www.bing.com/videos/search?q=microsoft+forms&view=detail&mid=BC5F82830236D07A3E41BC5F82830236D07A3E41&FORM=VIRE) are all free through the Office 365 application.

The teacher could set up a class OneNote and the students would complete all work from this space.

Table 1: Guiding questions for establishing learning expectations and communication processes

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| Guiding question | The structure of teaching and learning activities |
| What are your students going to learn?  Outcomes and concept | Content from outcomes 1 and 5 have guided this learning sequence:   * **EN41A:** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure * **EN45C:** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts * Syllabus outcomes are from [English K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012 * The coding for this content point comes from the English Textual Concepts and Learning Processes resources for Stage 4 English – Stage 4 [englishtextualconcepts.nsw.edu.au/portfolio](http://englishtextualconcepts.nsw.edu.au/portfolio). * Students will understand: * the concept representation * representations are purposefully constructed * codes and conventions of online representations * texts published in the online space are for an online audience * representation communicates a particular reflection of the world. |
| How are they going to learn it? (Resources and Strategies) | Students will:   * utilise live or recorded teacher led sessions * engage personally with online representations * connect new knowledge of representation to their existing knowledge * record and share information via Posts and collaboration in a live document * engage critically with sample representation * experiment with the representation process * reflect on their learning and composition process in OneNote.   What is the specific task that students are to complete to demonstrate their learning?   * Each learning sequence contains key check-point options for students and outlines a final task to be completed. These build in complexity as the time progresses. |
| Lesson sequence timing | When do you expect each task to be completed?   * Each learning sequence contains check-point options for the student. This learning sequence reflects 5-8 hours of learning depending on your students’ digital literacy. [Susan Schultz’ research has indicated](https://fisherpub.sjfc.edu/education_ETD_masters/303/) students may take longer to learn in the online environment because they need to navigate technology in a different way. |
| Collecting evidence of student learning (Verification) | How will you collect evidence of student learning in the online or technology free space?   * In Teams, create an assignment for each key stage of learning. * Students can submit documents or a link to their work. |
| Feedback | How will feedback be provided to students? Provide a formative and/or summative assessment feedback process.   * With assignment submission in Teams there is a dedicated space for the teacher to provide feedback. * Posts allow students to offer each other feedback. * Flipgrid provides the opportunity for the teacher and students to provide personal responses. |
| Communication | How will student learning be oriented?   * Each lesson will utilise the following structure: * Understanding our learning goals: 10 minute live or recorded check in and discussion of learning sequence and goals. Provide students with a to-do list. * Question & answer: students record questions in the Q&A document for that sequence of learning. Students ask clarifying questions of the teacher and all students have access to this information which will not get lost in a Posts thread. * Understanding, connecting or engaging personally: students examine set material and connect new learning to prior learning – check in point. * Engaging critically: higher order thinking activities to stretch student thinking – check in point. * Experimenting and reflecting: students apply their new learning and reflect on their creative process – final submission and check in point.   How will you share and display information for your students to access?  The teacher can:   * Establish a channel, folder and file system in the digital learning space. * Dedicate one channel to each unit (one channel would be titled ‘Unit 1: Representation and advertising’. * Develop a class material folder (the folder for the start of this unit would be titled ‘Lesson sequence 1: understanding representation).   How can you promote student-teacher interactions?   * Begin each lesson with a short ‘goal setting and daily planning’ activity as outlined in Resource 1. This promotes a culture of personal and academic reflection and goal setting. Students tag their teachers in this document.   How can opportunities for inter-learner interactions be incorporated into activities?   * Students have the opportunity to engage in collaborative learning during the completion of key learning tasks and submit these as a pair or group at check-in points. * Encourage students to offer feedback on each other’s posts via 2 stars and a wish.   How will the teacher monitor and support progress in student learning?   * Each lesson sequence contains specific check-in tasks for students to complete. |
| How are you going to know that they learned it?  Success criteria | What is the specific task that you are to complete to demonstrate learning?  Posts responses utilising success criteria.  Individually and then in pairs construct multi-slide representations using PowerPoint. Initially provide a personal reflection and then in later tasks build to an analysis. Other collage options may be used by students. Students could add voice over as their analysis and reflection and guide the responder through engagement with the images.  Students will upload to designated space. |
| Collecting evidence of student learning  Verification | PowerPoint representation and reflection. Mentimeter collaboration. Worksheets and posts submitted via online learning environment. Flipgrids shared. Whiteboard collaboration.  Utilise set technology representing personal ideas and demonstration of new knowledge.  Collaboratively utilise set technology or sources. |
| Differentiation | The creative tasks can be selected by students and easily modified for different learners. The [SAMR model](https://sites.google.com/a/msad60.org/technology-is-learning/samr-model) outlines ways to move from substitution, into augmentation, modification and then redefinition. Learner guides, class clips, activities, revise and test |
| Extension/HPGE | Open-ended research options, you may wish to narrow or broaden the focus. You may wish to identify key resources students should explore and these can increase in complexity. |
| Feedback (Evaluation) | Format to be communicated clearly by teacher, whether it is replying to posts, emailing tracked documents, providing feedback to assignment submission, Flipgrid clips, upload of media/audio via online platforms or a blended approach. For example, teacher recording oral feedback on Class OneNote and setting up quizzes to give automated feedback.  Record personal reflection. |
| Communication | Posts, reply to posts, FlipGrid, Whiteboard, collaborative completion of online document, Meeting in online learning space.  [Bubbl.us](https://bubbl.us/) is an online mind mapping tool and other activities in the NSW Department of Education’s [Digital learning selector – Learning activities](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=240cd) can be used to support real-time collaboration in small groups.  Utilise set technology representing personal ideas and demonstration of new knowledge.  Collaboratively utilise set technology or sources. |

### Lesson sequence – understanding representation

Student guided inquiry

Students are guided in completing short individual and peer research and creative tasks.

Stage 4: students will support each other to develop their understanding of representation. They will understand representation is purposefully constructed by the composer. This construction occurs through the use of codes and conventions.

**Table 2: Stage 4 teaching and learning content**

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| Lesson sequence and syllabus outcomes | What is representation? What are the codes and conventions of visual representations? | Evidence of learning – synchronous, asynchronous and workbook |
| What are your students going to learn? | Learning intention and success criteria  Students will:   * Define the concept - representation * Engage personally and identify codes and conventions in student selected examples * Understand representations are purposefully constructed * Identify codes and conventions of visual representation * Experiment with creating representations * Reflect on the creative process |  |
| How are they going to learn it? (Resources and Strategies)  S4O1UA01: apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733) | **Resources**:  Links are embedded within the teaching sequence.  **Strategies utilised in learning sequence below**   * Use [Mentimeter](https://help.mentimeter.com/en/articles/375437-create-your-first-presentation) and/or [Poll Everywhere](https://www.polleverywhere.com/videos) to set students short formative assessment questions where you want quick responses in one place. * Create a [Microsoft Whiteboard](https://www.youtube.com/watch?v=LCdC_ZjHvyU) and invite your students to this whiteboard to draw representations and comment on their peer’s work. * Students upload photos and explain ideas. * Use [Flipgrid](https://www.youtube.com/watch?v=-aZ523-HHBg) to initiate oral communication between students where they can share responses to a provided question. * Students share short audio answers using a voice memo app. * Complete online worksheets, engage in individual and peer research and share their learning through posts and collaborative completion of worksheets. View set clips. * PowerPoint or Sway: individually or in pairs, create and annotate or voice narrate presentations and representations (or a tool of their choice). * Forms: access quizzes created by the teacher, create quizzes for their peers based on their learning. |  |
| Lesson sequence  S401UA03: analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)  S401UA03: analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)  S4O1EP02: consider and analyse the ways their own experience affects their responses to texts | **Understanding our learning goals:** 10 minute live or recorded check in and discussion of learning sequence and goals   * Outline the sequence of learning intentions and success criteria * Building the field: notetaking, if you have not taught students how to take notes the Cornell Method is easy to follow, has many templates online and many guiding videos. Students need to be explicitly taught how to takes notes. * Cornell notetaking: view the YouTube clips [How to take Cornell notes properly](https://www.youtube.com/watch?v=ErSjc1PEGKE) (duration 3:24), [How to take Cornell notes](https://www.youtube.com/watch?v=WtW9IyE04OQ) (duration 5:26) or use another method. * Post: why is it important to take notes as we are exploring texts? If we all use this method, why will that make sharing our learning easier?   **Question & answer:** students record questions in the Q&A document for this lesson.   * Mentimeter or Poll Everywhere initial understanding: ‘define representation’ and then ‘what is advertising?’ These tools will provide you a quick snapshot of student understanding. * Forms: pre-test using language from the Stage 4 NSW English syllabus and relevant terminology from BBC Bitesize online education site [What is Representation?](https://www.bbc.co.uk/bitesize/guides/z9fx39q/revision/1) There are sample test questions provided within the test link. * View the YouTube clips: [Visual text analysis](https://www.youtube.com/watch?v=VlP8G3lsD3o) (duration 17:01) or [How to Analyse a VISUAL Text: Comprehension Skills](https://www.youtube.com/watch?v=upnj0lvjbcw) (duration 8:23) or [Reading visual images](https://www.youtube.com/watch?v=UEw3s7QnolA) (duration 15:02) * If this is the first time using this method students could collaboratively contribute to one word document and share their ideas. There are many other YouTube clips that are targeting older year groups but can be unpacked with a junior class (provide students with a glossary of terms discussed within the clip before setting the specific text they will view. This pre-reading can help avoid cognitive overload). * Microsoft whiteboard app: split students into groups and assign each group topic for drawing tree, home, pet, woman and then man. Give students time to draw and then tag you to indicate each team member has drawn an image.   + 1. Post question or worksheet completion: is any one image more ‘accurate’ than another at signalling the item? Or are they equally effective in communicating basic information? Do the images look like ‘real’ depictions? Or could they also represent something else if someone didn’t know what you were drawing?     2. Swap whiteboards: examine the work of other group and label the items in the whiteboard explaining what other interpretations could be made.     3. Post question: what does this tell us about the different signs and symbols we use to represent the world? * Flipgrid or Post: explain the following why you think we completed the drawing activity. What does it have to do with the world or representation or advertising? | Record and actively engage in discussion of learning intentions.  Record of notetaking method instructions in personal working document.  Active discussion and personal explanation.  Demonstration of prior knowledge via selected method.  Prior knowledge demonstrated through pre-test/quiz.  Collaboratively (pairs/groups) create a series of Cornell notes.  Represent ideas in Whiteboard.  Post response outlines personal ideas.  Post response outlines personal ideas.  Create Flipgrid sharing personal ideas. |
| Lesson sequence  S401UA06: recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues  S4O1UA02: recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)  S401UA05: use increasingly sophisticated verbal, aural, visual and/or written techniques, for example imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure | **Connecting and engaging personally:** students examine set material and connect new learning to prior learning   * View YouTube clips: [Gender Marking in Moonsand](https://www.youtube.com/watch?v=Zgdj5FXOOp8) (duration 2:16), you may wish to utilise some of the activities outlined within the Media Smarts activity sheet [Marketing to Teens…](https://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_Marketing_Teens_Gender_Roles_Advertising.pdf) * Discuss and assign students tasks to develop their understanding of:subjective and objective language, the language of opinion, modality, bias and personal pronouns. * Explain: how does vocabulary choice position the responder and create a distinct style within the advertisements? * Word document reflection: identify similarities and differences (provide specific examples of language, colour, tone etcetera) * Identify an advertisement with a clear gender representation and flip the advertisements so it appeals to the opposite. * Utilise the online storyboarding tool [Storyboard that](https://www.storyboardthat.com/) for group work: design a 15 or 30 second gender neutral and then a gender stereotyped campaign for an existing product or one you invent as a group * Create a draft model using ‘[Storyboard that](https://www.storyboardthat.com/)’ for your students. You could record your process using a screen recording tool like [Screencastify](https://www.screencastify.com/). * Flipgrid: individually record the voiceover for the advertisement and share this with your peers. Discuss as a group and create a final version to share with the class. * Reflect: explain how this series of activities influenced your understanding of subjective and objective language in advertising. * Experiment with a new technology and create the advertisement 15 or 30 second). | Collaboratively (pairs/groups) create a series of Cornell notes.  Personal discussion in assigned online space.  Personal ideas explained in word document.  Share photo evidence of selected image and provide personal explanation.  Collaboratively utilise set technology.  Create Flipgrid sharing personal ideas.  Utilise personal work document, share with teacher, personally reflect. |
| Lesson sequence  S405RC11: compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway  S405RC13: discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)  S4O1EP01: recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts | **Understanding, connecting or engaging personally:** students examine set material and connect new learning to prior learning   * View the YouTube clip: [Mind-blowing PowerPoint – Creating Effective Visual Presentations](https://www.youtube.com/watch?v=6yiJyMAF6IE)  (duration 2:33).   1. Post: I used to think… now I think … in response to the clip. * View the YouTube clip: [10 Powerful PowerPoint Tips](https://www.youtube.com/watch?v=jgvlzAbcJ6A) (duration 7:28)   1. Post: Design features I am going to try…and why… * Check in point options: * Construct a 1-2 slide symbolic representation of your ultimate future life. Use Microsoft PowerPoint and experiment with the features of PowerPoint to enhance your representation.   1. In the notes section provide a 3-4 sentence explanation of the symbols and tools used. Upload this to the assignment submission space.   2. Include advertisements that represent your future goals or desires. * (This low stakes task helps the teacher develop a clear understanding of student skills in representation, reflection, image search and sharing files and will indicate specific areas that students need to support developing). * Group research: assign groups one term. Research the definition of representation and advertising, explore the etymology (this may be a new word for some students). Collaborate via meeting or online worksheet. Use ‘comments’ or ‘conversations’ to structure the chat.   1. Post understanding: in your own words define the term and explain its etymology. Students post a gif that represents an aspect of their new learning in the reply box. * Teacher Flipgrid: explain the significance of the prefix ‘re’ and the reality that a representation is a way of depicting an aspect of the world we live in. The etymology of the word highlights the artificial nature of representations and their purposeful construction.   1. Teacher Flipgrid: explain to students: at the core of our research I hope you can see that representation means to ‘Present again’. This means the composer is purposefully constructing and presenting a version of something from their world. How we engage with this leads us to call up in our imagination an interpretation or understanding of what has been presented to us. We rely on our prior knowledge to build this understanding. Advertising relies on using this prior knowledge shortcuts to communicate really quickly key information. And as we know it’s usually trying to persuade you to take some kind of action. They construct ‘versions of reality’ familiar to the target audience. These representations have a social effect and can be positive and uniting or they can alienate, frighten, or ostracise groups of people. Now it’s up to you,   2. Student Flipgrid response 90 second post (3-4 sentences): tell your peers what you now realise about representation because of your research and this information? * Memtimeter: what do we mean by social effect? Or a question appropriate to your class to garner a quick response outlining their understanding of the social consequences of representations used in advertising. | Collaboratively (pairs/groups) create a series of Cornell notes.  Post personal response.  Utilise set technology representing personal ideas.  Upload to designated space.  Collaboratively utilise set technology or sources to engage in research and collaboratively (pairs/groups) create a series of Cornell notes.  Create Flipgrid sharing personal ideas.  Demonstration of new knowledge via selected method. |
| Lesson sequence  S405UA7: understand and use conventions of storytelling in a range of modes and media, for example digital storytelling  S405DA5: critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective | **Understanding, connecting or engaging personally:** students examine set material and connect new learning to prior learning   * Students view the YouTube clip: [Citing sources: why & how to do it?](https://www.youtube.com/watch?v=-JV9cLDCgas) (duration 5:37) * Post answer: why do we need to cite sources? * Self-directed or peer research task: research the history of advertising and create a 5-slide outline of this history. You may structure this in a creative way and use the conventions of storytelling (think your favourite documentaries here) to bring this information to life. Use a voice over for your retelling (think back to how Shrek starts). Focus on the most interesting details. * Structure your slides around the following: origins, rising popularity, technology, the 21st century. This is about what you find interesting so make sure you choose to focus on the juicy bits. * Add voice over explaining your discoveries. Cite your sources, examine at least 5 sources (they must be a range of information types on your final slide. * Post your presentation file in the designated folder (teacher: do not create an assignment for this task otherwise other students will not be able to view them and offer feedback). * Tag your teacher and the three peers who have been assigned to your presentation (teacher to create a group allocation document). * Forms: create a 5-10 questions quiz for your peers in response to the information presented in your presentation. * View the presentations of 3 peers and complete their quiz. Reply comments: provide feedback to two peers via 2 stars and a wish, tag the teacher in the feedback. * Read the quiz data and provide feedback to your peers. * Reflection: what did you learn about presentation design structure, personal style and language choices, and quiz design because of the feedback and the quiz results? What would you do differently next time you created a presentation or a quiz in Forms? | Collaboratively utilise set technology or sources to engage in research and collaboratively (pairs/groups) create a series of Cornell notes.  Utilise set technology representing personal ideas. Implement new learning within representation.  Upload to designated space.  Utilise set technology representing personal ideas.  Provide constructive feedback.  Record personal reflection. |
| Lesson sequence  S401RC01: respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure | **Connecting**   * Flipgrid discussion options: 90 second post (3-4 sentences): do you think advertising represents people like you? Do advertisements accurately represent teenagers? How do advertisements rely in stereotypes in their representations? * Explain your answer by connecting to specific advertisements. * Construct a PEEL response to the question: do advertisements reflect you and your peers? Construct this response and share this in Posts after you have shared your Flipgrid and viewed 3 of your peers. Structure your answefollowing: * Success criteria: (P) personal idea is clearly outlined, (E) answer contains evidence from specific advertisements, (E) there is a clear explanation of why advertisements do or do not represent themselves and their peers, (L) final statement outlines the student’s personal conclusion about advertising. Paragraph has one key idea, makes sense to read and is free from spelling, punctuation and grammatical errors. * Live discussion: do you think advertising accurately represents Australia? | Utilise set technology representing personal ideas.  Construct personal response following guidelines.  Upload to designated space.  Active engagement in discussion. |
| Lesson sequence  S405DA5: critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective  S405RC12: critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts  S405DA4: explore the ways individual interpretations of texts are influenced by students’ own knowledge, values and cultural assumptions | **Engaging personally**  **Asynchronous options**   * View the ABC Education Media Watch clip: [Product placement in television](https://education.abc.net.au/home#!/media/3398339/product-placement-in-television) (duration 3:35) and [Sneaky signals of advertisers](https://education.abc.net.au/home#!/media/104254/did-you-see-it-subliminal-advertising) (duration 3:40).   1. Complete the activities within the tab below the clip titled ‘Things to think about’ in your OneNote/notebook. * Teacher views the resources [Marketing to Teens: Gender roles in advertising](https://mediasmarts.ca/lessonplan/marketing-teens-gender-roles-advertising-lesson) created by Canadian media literacy. It contains useful information and activities that can be modified for a Stage 4 space. * Flipgrid discussion share: do you think our society’s values are changing? Why do you think advertisements are or are not reflecting these values? * Q&A Word document: Read the content and view each clip provided within the ABC Education article [How to teach your kids to tell fact from fake news](https://education.abc.net.au/newsandarticles/blog/-/b/2945691/how-to-teach-your-kids-to-tell-fact-from-fake-news). Students ask clarifying questions in the dedicated Q&A document.   1. Examine material within the links contained within the document.   2. Create a series of tips for options 1-4, educating your friends about how to spot fake news.   3. You may present this in any way you choose, liaise with your teacher regarding your options.   Help your kids understand the different types of media  Teach your kids to ask questions  Find examples your kids can relate to  Teach kids how to evaluate a source   * Group discussion after reading one or more of the BBC Bitesize materials contained within the links below: * [Representation of gender,](https://www.bbc.co.uk/bitesize/guides/zq6qsg8/revision/1) * [Representation of age](https://www.bbc.co.uk/bitesize/guides/zx6qsg8/revision/1) * [Ethnicity, national and regional identity](https://www.bbc.co.uk/bitesize/guides/zwpx39q/revision/1) * The teacher may need to create a glossary for each article. Students should explore other sites as well - you may wish to allocate specific research material. * Flipgrid sharing between the groups:   1. Why are these representations considered a problem in society?   2. How do these representations make you feel about yourself, your family, your friends or your community? * Explain your answer by connecting to specific advertisements. * Construct a PEEL response to the selected question and share this in Posts. * Flipgrid: view 2 from other groups. Structure your answer following: * Success criteria: (P) personal idea is clearly outlined, (E) answer contains evidence from specific advertisements, (E) there is a clear explanation of why advertisements do or do not represent themselves and their peers, (L) final statement outlines the student’s personal conclusion about advertising. Paragraph has one key idea, makes sense to read and is free from spelling, punctuation and grammatical errors. | Collaboratively utilise set technology or sources to engage in research and collaboratively (pairs/groups) create a series of Cornell notes.  Utilise set technology representing personal ideas.  Collaboratively utilise set technology or sources to engage in research and collaboratively (pairs/groups) create a series of Cornell notes.  Construct personal response following guidelines.  Utilise set technology representing personal ideas. |
| Lesson sequence  S401DA01: interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)  S401RC01: respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure | **Engaging critically:** higher order thinking activities to stretch student thinking – check in point.   * In pairs: construct a 2-3 slide critical representation demonstrating advertisements you think rely on stereotypes to represent their message. Use Microsoft PowerPoint and in the notes section provide a 3-4 sentence explanation of the advertisements and how they rely on stereotypes. Upload this to the assignment submission space. * In pairs: construct a mini [Pecha Kucha](https://24slides.com/presentbetter/what-is-a-pecha-kucha-presentation/) (PPT is the tool but students just have images on each slide and they talk to each slide for 20 seconds) for your class informing them about the importance of being a critical thinker when responding to representations in advertising. * Critical reflection: explain how the research and group work you have engaged in recently informed the ideas and structure of your Pecha Kucha. * [Read Write Think](http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html?tab=4) – Persuasive techniques in advertising (International Literacy Association) contains some information and activities about the codes and conventions in advertising and vocabulary activities to support students. This would need to be modified for a Stage 4 audience. | Utilise set technology representing personal ideas and demonstration of new knowledge.  Collaboratively utilise set technology or sources. |
| Lesson sequence | **Experimenting and reflecting:** students apply their new learning and reflect on their creative process – final submission and check in point. |  |

## Resource 1: goal setting and daily planning

**Table 1: today’s reflection and planning (remember to copy and paste and create a new one each lesson).**

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| Outline | Today’s reflection and planning: “Wake up with determination. Go to bed with satisfaction.” (Insert your own motivational quote each lesson) |
| Today is | My daily goal(s) are:  Today’s energy levels  2 3 4 5 6 7 8 9 10  I have enjoyed… |
| One thing I will do **today** for my energy and exercise |  |
| General To-Do List or Notes |  |
| Reminders:  (tag your teacher once you have finished goal setting) |  |