



DECONSTRUCTING ADVERTISEMENTS

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I. Topic: Deconstructing Media and Information Text in Advertisements

II. Learning Objectives

Learners will be able to:

- A. define advertisements;
- B. discuss the role of advertising in media;
- C. analyze and evaluate media and information text in advertisements;
- D. apply the Creator, Content, and Consumer paradigm in deconstructing advertisements; and
- E. value the need to analyze media and information text in advertisement.

III. 21st Century Skills

- A. Learning and Innovation Skills: critical thinking, collaboration, communication
- B. Information, Media, and Technology Skills: media literacy and information literacy
- IV. Materials: lecture presentation, worksheet, and advertisements on print media

V. Procedure

- A. Current Events
 - 1. Choose a social issue that concerns deconstruction of media.





B. Review

1. Explain the Creator, Content, Consumer paradigm (Alagaran, 2017) in analyzing media and advertisements.

C. Lesson Proper

- 1. Motivation: Explain this statement, "Advertising is the lifeblood of the media industry."
- 2. Lecture Guide Questions
 - a. What is an advertisement?
 - b. What is the role of advertising in media?
- 3. Group Activity
 - a. Group the students accordingly.
 - b. Let them analyze and evaluate given advertisements using the Creator, Content, and Consumer paradigm (Alagaran, 2017). Answer the provided worksheet. (approx. 40 minutes)
 - c. Each group will present their output in 3 minutes. (approx. 25 minutes)

VI. Assessment

A. Recitation

1. Why do we need to analyze and evaluate media and information text in advertisements?





VII. References

Alagaran, J. R. Q., II. (2017). Media and information literacy: Empower the discerning audiences, Reading printed and visual media (pp. 132-142). Quezon City: Abiva Publishing House Inc.

DepEd.(2013). Media and Information Literacy Curriculum Guide.

P21. (n.d.). Framework for 21st Century Learning. P21. Retrieved from http://www.p21.org/our-work/p21-framework

Note:

This lesson covers the following learning competencies in the Media and Information Literacy Curriculum Guide (DepEd, 2013).

Content	Learning Competencies			
Lesson 6	evaluates everyday media and information with regard to codes,			
Media and Information	convention, and messages; in regard with audience, producers, and			
Languages	other stakeholders (MIL11/12MILA-IIIf15)			
Lesson 13	evaluates the reliability and validity of text information and media and			
Text Media and Information	its/their sources using selection criteria (MIL11/12TIM-IVb-5)			
Lesson 14	evaluates the reliability and validity of visual information and media			
Visual Media and Information	and its/their sources using selection criteria (MIL11/12VIM-IVc-9)			



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Media and Information Literacy (MIL): Deconstructing Media and Information Text in Advertisements

	Group Name: Product and B	ran	d: Members:		
	CREATOR		CONTENT		CONSUMER
1.	Who produced the advertisement?	1.	What signs and symbols are used to represent the product or service?	1.	Who is the intended consumer? Why?
2.	What other products and services does the advertiser offer?	2.	What persuasive techniques are used?	2.	What needs or wants of the consumer does the advertisement try to satisfy?
3.	What is the purpose of the advertiser besides selling a product or service?	3.	What information are presented and what important information are omitted or missing?	3.	What is the effect of the advertisement to the consumer?
		4.	Does it conform to contemporary Filipino cultural values and ethics? Why?		

Reference

Alagaran, J. R. Q., II. (2017). Media and information literacy: Empower the discerning audiences. Quezon City: Abiva Publishing House Inc.