

Marketing Techniques - Analyze and Critique

Outcome

USC8.5 Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family.

Indicators

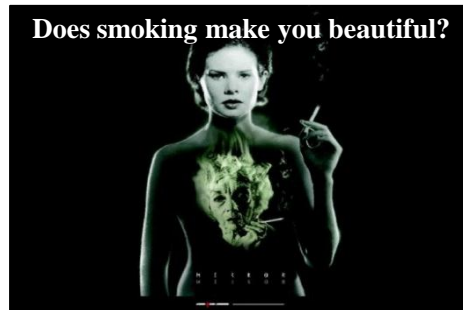
USC8.5(A) Locate and evaluate, according to student-generated criteria, both sources of and information about healthy weights, body image, and self-esteem.

USC8.5(J) Analyze techniques used by industries (e.g., plastic surgery, weight loss products, diets, tobacco industry) and mass media to influence judgement and values about the way we look.

Refer to the background information page on:

- Marketing Methods
- Other sample resources:
 - <http://www.badvertising.org/pages/04%20BADvertising%20Galleries/gallery4.htm>
 - <http://www.smoke-free.ca/filtertips04/tobacco%20act%20provisions.htm>

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More examples of advertisements can be found at:

<http://www.badvertising.org/pages/04%20BADvertising%20Galleries/gallery4.htm>

http://www.tobaccofreekids.org/ad_gallery/P90

Part 1 - Locate and Research

- Have the students locate and research sources about healthy weights and body image.

Part 2 - Critique a Tobacco Advertisement

- Have the students locate a tobacco advertisement. Based on their own opinion, have them evaluate how the tobacco industry focuses on body image and appearance as a source of identity and self-esteem in their advertisements [both presently in other countries (e.g., United States of America-USA) and in the past in Canada]. Today, under the *Tobacco Act*, Canadian publications are prohibited to advertise tobacco products, however the United States continues to do so. Canadians are still influenced by these advertisements as many publications from the USA are available and purchased in Canada.
- Students will then analyze the techniques used in the tobacco advertisement. Have the students critique if the information and messaging is factual or fictional information. Ask the students how the product influences the consumer's attitudes and beliefs about the way we look and what we value. Have students use evidence-based information to support their answers.

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Part 3 - Critique an Advertisement (Product of Choice)

- Have students locate an advertisement they see today from a magazine, newspaper, internet, YouTube, television commercial, etc. and repeat Part 2 (first bullet) using the advertisement of the student's choice. (The advertisement can be any product with the intent to influence judgement and values about the way we look).

Part 4 - Pressures, Influences, and Images

- Ask the students to analyze the techniques often used in the advertisements they are exposed to and if the advertisements promote a certain image. Have the students reflect on the kinds of images that are promoted. Who is the intended audience? What bias/stereotypes are being portrayed? What is the purpose of this particular advertisement? Do they believe these images are factual or fictional? Have the students demonstrate why or why not.