Making a Scene

Teacher's Guide

Item / Resource Description
This learning object teaches students why certain elements are deliberately combined to create an advertisement. After learning about the choice of sidekick, setting, sound effects and music to match the interests of the target audience, students select the appropriate elements to match a given description to create their own context.

Summary of Activity
Students learn how characters and animated scenes are composed to attract a particular audience and reflect their needs and interests, particularly in the making of advertisements.

Media Element
Moving Image
Digital Text

Core Understanding
Authorship: Authors of digital media make choices as to how they communicate their messages.

Curriculum Links
VELS – Communication, Listening, viewing and responding Levels 4 and 5
VELS – ICT, ICT for creating Levels 4 and 5
Focus Questions

- What is a stereotype?
- How are stereotypes used in the media?
- What do advertisers need to know in order to produce a successful advertisement?
- How do advertisers and animators use stereotypes to meet the needs and interests of their target audiences?

Activity Detail

Show students a selection of stereotypical characters such as a burglar, a cowboy, a witch and an astronaut.

- What setting, sound effects and music are automatically associated with each character? Why?
- If the character had a partner, who would it be?
- What would be the reaction if one of those things did not meet expectations?

Introduce, or remind, students of the concept of stereotypes and discuss how we have expectations based on experiences and the effect when these do not match.

Have students work through L2854 Character maker: creating a scene to learn how and why animators and advertisers make the choices they do.

View the advertisements on websites such as:

  - Scholastic for Kids
    www.scholastic.com/kids

  - HotWheels
    www.hotwheels.com/index_hwkids.aspx

  - Nickelodeon Online
    www.nick.com/

  - Disney

Identify the ways both the animators and advertisers have used stereotypes to target and engage their audiences, particularly in relation to:

- product
- characters (real or cartoon; adults, children, toys or animals)
- communication (speech, jingle, slogan, music, logo)
- imagery (static, mobile, fast, slow, special effects)
- reality or fantasy
- offers
- colours
- language
- camera angles.

Extension Activities
• Have students draw a background and insert this into a slide application such as PowerPoint. Have them add characters, movements, sound effects and music to fit the background.

• Which product might use this as an advertisement?

• Use Character maker: movement (UJ6WBV) and L2853 Character maker: Sound to explore (NUZGN5) other ways that we expect things to occur.

• Have students design and produce an animated advertisement to promote a message such as:
  o the importance of being able to swim
  o the need for a balanced diet
  o the need to wear a seat belt
  o the importance of friends
  o using water wisely.