

**Grade 5/6 Drama Class - Exploring Infomercials and Creating Our Own
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Grade: 5/6 split

Subject: Drama

Length of Time: 150 minutes (three 50-minute lessons)

Lesson Description:

Students will watch infomercials and analyze the components of each. Students will look at the words, pacing, pictures, sounds and other components in order to describe what makes infomercials attention-grabbing. Students will also form their own opinions on which commercials they enjoyed or not and be able to explain why. The culminating task of these lessons is to create their own infomercial about a product of their own invention and present it to the class. Lastly, students will reflect on the process of making an infomercial by describing their strengths and areas for improvement.

Media Connections:

Infomercials have been around for decades. They have the ability to capture the audience's attention and make consumers buy things in the spur of the moment whether or not they need the product. Infomercials are fascinating in this sense. They are also divisive. Infomercials can be ridiculous and annoying so there is a lot for the audience to negotiate. Infomercials also incorporate many media aspects: a script, videography, lighting, the product itself, product packing, advertising, colours, sounds, customer testimonials, and more. Given the plethora of media elements, there is much to analyze, decipher and discuss.

Curriculum Expectations

Grade 5 - Overall Expectations:

Drama

- B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences

Language Curriculum - Digital Literacy:

- A2. demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

B3. Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Specific Expectations

Drama:

- B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places
- B1.3 plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role
- B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

Media Literacy:

- A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts
- A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production
- A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions

Language - Writing

Syntax and Sentence Structure

B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences with adjective or relative clauses to express relationships among ideas

Grade 6 - Overall Expectations:

Drama:

- B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives
- B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works

and experiences

Language Curriculum - Media Literacy:

- A2. demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

B3. Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Grade 6 - Specific Expectations:

Drama:

- B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places
- B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role
- B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

Media Literacy:

- A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts
- A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production
- A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions

Language - Writing:

Syntax and Sentence Structure

B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences with adjective or relative clauses to express relationships among ideas

Lesson Goals

We will:

- understand that different infomercials appeal to different audiences
- be able to identify the intended messages in infomercials and compare them with their own interpretation
- know the codes and conventions of infomercials and analyze what makes them attention-grabbing
- describe why we might find a commercial appealing or not
- plan, make, and perform our own infomercial
- reflect on our experience creating an infomercial including our strengths, what we found difficult, what we enjoyed and what we didn't, and identifying areas of improvement and next steps

Success Criteria

By the end of the lesson, I can:

- explain why different infomercials might appeal to different people
- identify messages in infomercials both intended and our own interpretation including whether we found the commercial appealing or not
- understand the codes and conventions of infomercials
- describe why we find a commercial appealing or not
- create and perform my own infomercial
- reflect on my strengths and areas of improvement of making my own infomercial

Media Literacy

Teaching *about* media:

By using infomercials, students will learn the following *about* the media:

Text:

-Codes and conventions

-Inferring Inclusion/Exclusion by looking at the actors in the infomercials. *Are they all similar types of people or is there diversity?*

-Values

Triangle Questions:

- 2. Does the infomercial follow a formula or pattern?
- 4. Are there any stereotypes?
- 8. Are my values represented?

Audience:

-Target audience

-How does the infomercial appeal to certain types of people or not, and why

Triangle Questions:

- 1. Who is the target audience for this text?
- 2. How and why does this text appeal to its target audience?
- 3. How does this text (not) appeal to me?
- 4. How might this text include some people while excluding other people?

Production:

-Money and profit

Triangle questions:

- 1. Who produced this text?
- 2. For what purpose(s) was it produced?
- 7. Who profits from the consumption of this text?

Teaching *through* media:

Through class analysis of infomercials, students will learn about the following: acting, script writing, and production.

Media Literacy Key Concepts:

1. Media construct reality
2. Media construct versions of reality
3. Audiences negotiate meaning
4. Media have economic implications
7. Form and content are closely related in each medium
8. Each medium has a unique aesthetic form

Cross-curricular Learning:

- Drama
- Language: media literacy
- Language: Writing

Assessment

Assessment Mode and strategies:

-Assessment *for*, *as* and *of* learning

1. Assessment **for**: what do students already know about infomercials, commercials, and advertising? Results will be used to plan subsequent lessons and areas of need.
2. Assessment **as**: assess students' progress through the creation of their infomercial. This

will be done with:

- Frequent check-ins including conversations with students on their progress, strengths, and needs for improvement
- Observe students as they work together for collaboration
- Students will reflect on their production process through a weekly log. The log will be guided with a question or statement prompt. Written and oral feedback will be provided by the teacher.
- Students will share their production with another group and give each other feedback.
- Students will use peer feedback to improve and finalize their infomercial production.

3. Assessment of:

- Infomercials will be presented to the class. The presentation will be assessed on: creativity, persuasiveness, inclusion of the codes and conventions of infomercials.
- Students' reflection will also be assessed.

Assessment Tools:

- Rubric for infomercial
- Rubric for self-reflection and log
- Both are attached at the bottom

Materials

- **Slide Show:**
<https://docs.google.com/presentation/d/1a1IKyIOUTo6hbUxYSsMnz1skVTsdQIFd0SjgE-pmxd4/edit?usp=sharing>
- **Students will imagine and create their own product. This will require them to possibly use:**
 - **Props**
 - **Markers**
 - **Paper**
 - **Poster Paper**

Lesson Plan

Minds-on (20-30 mins depending on conversation/discussion):

1. Before playing the videos (5 in total), have a class discussion:
 - a. *What is an infomercial?*
 - b. *What do you think it means?*
 - c. *Have you ever seen one?*

- d. Students will write their ideas in a *Before and After Chart*. They will write their predictions and first impressions before watching the videos and after the video. They will compare what they wrote Before and After.
2. Play one infomercial all the way through. Play it again, pausing at certain points. Students will write down their thoughts/opinions/feelings. After, ask the following questions and project on the screen. Students will record their answers on a worksheet:
- a. *What codes and conventions did you notice from the videos?* For example:
 - i. -Demonstration of the product
 - ii. -Testimonials from customers
 - iii. -Limited-Time Offers
 - iv. -Repetition
 - v. -Upbeat music
 - vi. -Visual Effects
 - b. *How was music used and what were its effects?*
 - c. *What is the effect of the language used?*
 - d. *Why did you enjoy or not enjoy the infomercials?*
 - e. *What did you notice about the people in the videos in terms of culture, race, ethnicity? Are there any stereotypes? How might this infomercial include some people while excluding other people?*

Action (110 mins spread over three lessons but will assess if students need more time):

1. Students will be asked to form groups of 4-5
2. With the success criteria as a guide, students will be asked to come up with a new product and create an infomercial
3. By working together, students will begin writing the script
4. Students will be asked to think of props and other multimedia they want to include in the production
5. Students will be given class time for practicing
6. Each group will present their infomercial to the class through a video. Students have made videos previously in other subjects and are familiar with using the program Screencastify.

Consolidation (20 mins):

1. Students will be given time to reflect on their strengths and areas of improvement on creating a product for an infomercial with a set of guiding questions. This will be submitted and assessed.

Extension Activities:

- Research the history of infographics
- Further investigate the elements that make infographics addictive and attention-grabbing
- Film and edit their infographic

Rubric for product:

	1	2	3	4
Knowledge	Demonstrates limited understanding of the infomercial formula	Demonstrates some understanding of the infomercial formula	Demonstrates good understanding of the infomercial formula	Demonstrates strong understanding of the infomercial formula
Creativity and Originality	Limited creativity and originality in creating new product	Some creativity and originality in creating new product	Good creativity and originality in creating new product	Excellent creativity and originality in creating new product
Creative process	Used creative process to plan, reflect, and finalize product with limited effectiveness	Used creative process to plan, reflect, and finalize product with some effectiveness	Used creative process to plan, reflect, and finalize product with good effectiveness	Used creative process to plan, reflect, and finalize product with excellent effectiveness

Rubric for log and self-reflection

	1	2	3	4
Self-Reflection	Used limited metacognition to reflect and improve on production	Used some metacognition to reflect and improve on production	Used good metacognition to reflect and improve on production	Used excellent metacognition to reflect and improve on production
Log	Weekly logs were incomplete and did not answer prompts	Weekly logs were sometimes complete and sometimes answered prompts	Weekly logs were complete and answered prompts with good detail	Weekly logs were complete and answered prompts with excellent detail
Written feedback:				