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## Master Lesson Plan

for

## Advertisement Writing

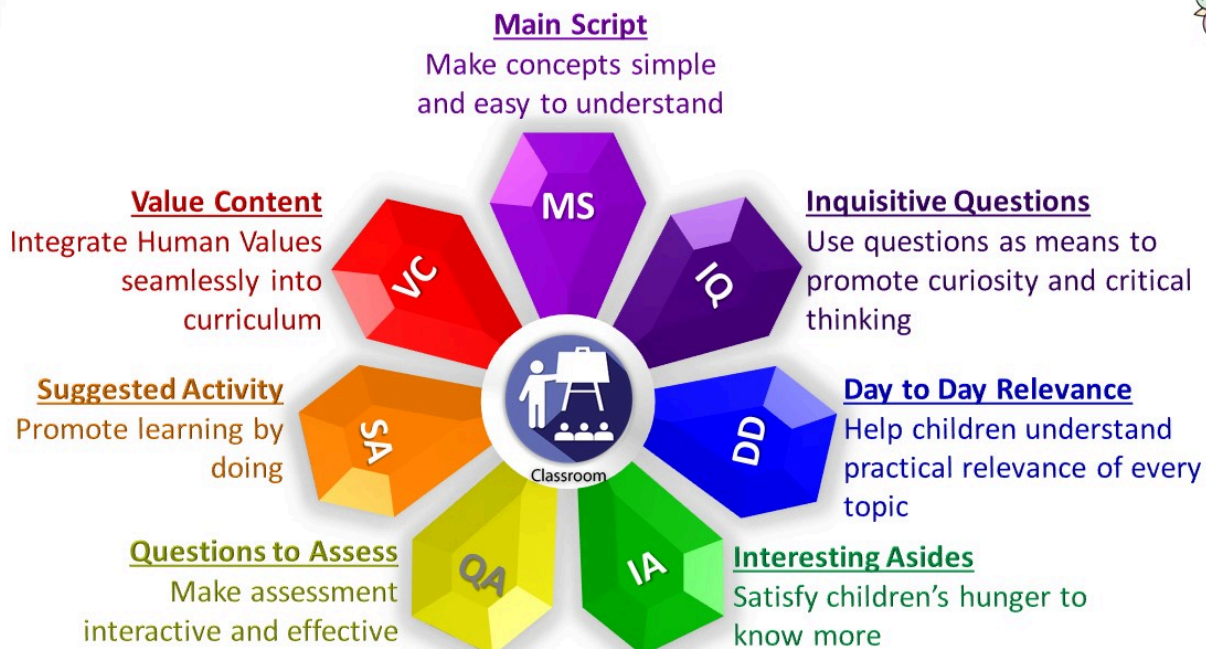
Board	Standard	Subject	Chapter	Language	Creation date
APSE	STD VI	English	Advertisement Writing	English	08-01-2024 20:09:00

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**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

## MS\_Ideation Module\_Advertisement Writing

*[Notes to teacher : Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, teacher reference documents(TRD) , teaching aids(TA) and learning aids(LA) for the topic 'Advertisement Writing' for grade 6.*

*This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by CBSE.]*

**Curricular Expectations:** Children are expected to engage in creative writing e.g. composition of poems, jokes, short stories, advertisements etc.

**Learning Outcome:** The learner writes messages, invitations, short paragraphs, letters, advertisements, and notices (formal and informal) with a sense of the audience.

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**Total Time to transact MLP : 70 minutes, 2 periods**

**Topics in this Chapter :**

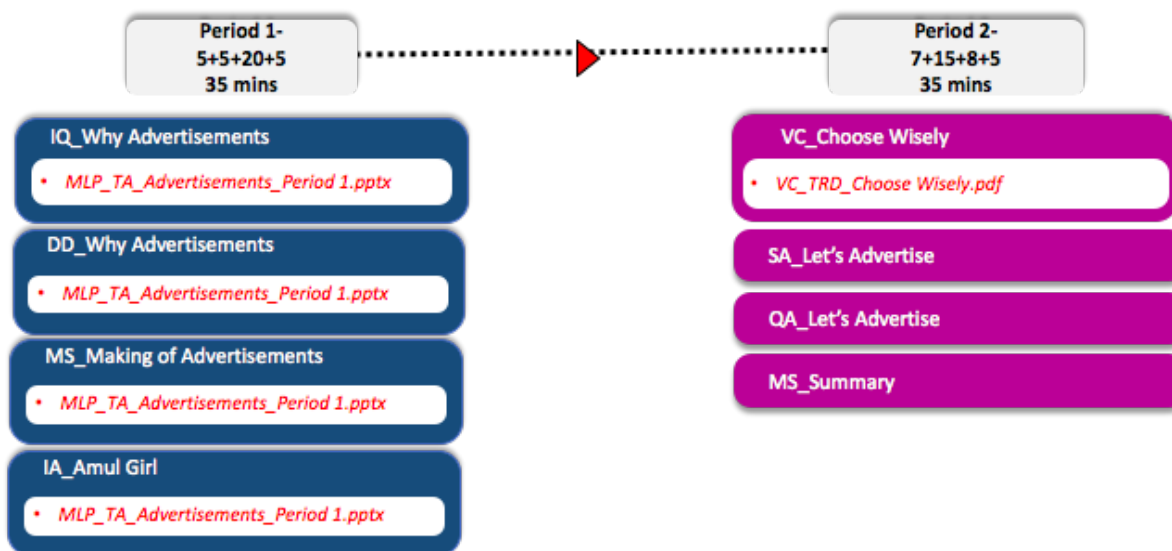
- **Introduction to how advertisements impact our lives.**
- **Format for advertisements.**
- **Value connect to the topic.**
- **Interesting facts about the 'Amul girl' that became a household name.**
- **Activity based learning for hands on experience and summarization.**

*[Notes to teacher: The chapter on 'Advertisement Writing' has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested. As you view this lesson plan, you will find that all seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and value content are designed to meet curricular expectations.*

*This lesson plan is designed for **two** periods, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.]*

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### Lesson Plan Flow



[Notes to the teacher: Here is the MLP at a glance for a quick reference.]

## PERIOD 1

**Topic :** Why Advertisements, Making of Advertisements, The Amul Girl

**Time :** 5 + 5 + 20 + 5 = 35

**Asset Types:** Inquisitive Questions, Day to dayRelevance, Main Script, Interesting Aside

**Objective:** Students will be able to

- 1) **connect** to how advertisements help in choosing the right product.
- 2) **infer** the ways of writing an advertisement.
- 3) **take delight** in knowing about the Amul Girl mascot.

### 1) IQ\_Why Advertisements

[Notes to the teacher: This asset provides ample scope for assessment for learning. Through guided observation, the students' awareness is tapped into, thereby paving the way for curiosity and critical thinking. Based on the students' understanding and awareness, examples may be varied.

- ★ Use slides **2, 3 and 4** of *MLP\_TA\_Advertisements\_Period 1.pptx* for clarity.
- ★ In the absence of audio-visual facilities, elaborate on the points given below using the TLM.
- ★ **TLM:** A newspaper cutting of a TV advertisement.]

Begin with simple, relatable questions like:

If you want to buy a new TV, how will you choose the right one?

- Buy the one that looks good.
- Go through advertisements to learn about each brand
- Buy the one that your friend has.

(Answer - Go through advertisements)



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Now show the TLM (paper cutting of a TV advertisement) and ask probing questions to allow the students to think and answer. (Encourage maximum participation and accept all answers before listing out the correct ones.)

- How do advertisements help in your selection?
  - special features of the product
  - price ranges
  - discounts available
  - where to buy
- What are the eye catchers in an advertisement?
  - an **attractive image**
  - a **catchy tagline** (which can also be called a slogan or a catch-line)
  - a **mascot** (a symbolic figure)- optional

## 2) DD\_Why Advertisements

[Notes to the teacher: Draw the students' attention to the fact that advertisements are an active part of our lives and we see them everywhere.]

Engage in a healthy discussion about the popular advertisements and how they have influenced our lives- festival offers and seasonal discounts, etc.



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Encourage maximum participation and accept all answers.

Slide 5 of MLP\_TA\_Advertisements\_Period 1.pptx has been provided to aid the discussion.

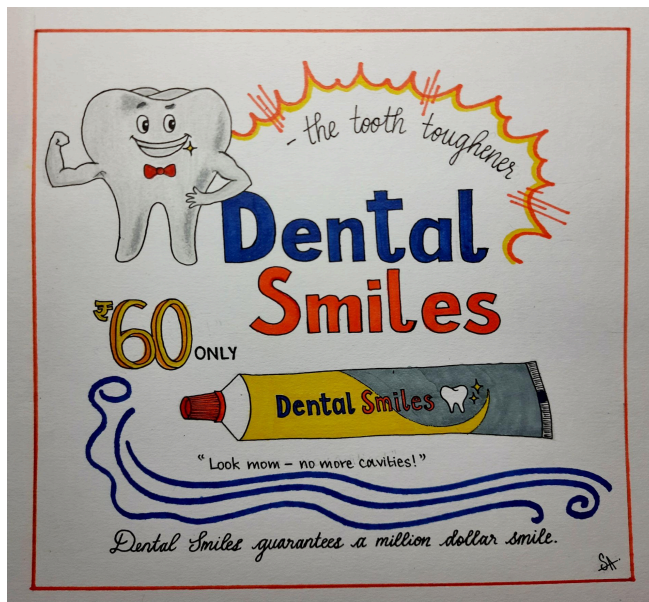
### 3) MS\_Making of Advertisements

[Notes to the teacher: This asset is aimed for assessment as learning. Being a relatable topic of interest, students' inputs will flow in with ease. Encourage their participation and use your discretion to vary the depth of explanation to suit the situation.

Slides 6 and 7 of *MLP\_TA\_Advertisements\_Period 1.pptx* has been provided to add value to the classroom teaching.]

Using a common product, toothpaste, develop an advertisement in accordance with the prescribed format.

- 1) Image: an eye catching image of the product is the first point of attraction for the customer.
- 2) The Title: also known as the tagline, is the most important aspect of any advertisement. It should be **brief and catchy**.
- 3) Body: describes the product. It should be **brief, informative, and convincing**.
- 4) A Call to action: is a short sentence that encourages the reader to do something: **buy the product, visit the website, or call a number**.
- 5) Contact information: gives the **name and address** of the organization or the shop where the product could be bought.
- 6) There should be no more than **50 words** in the advertisement.

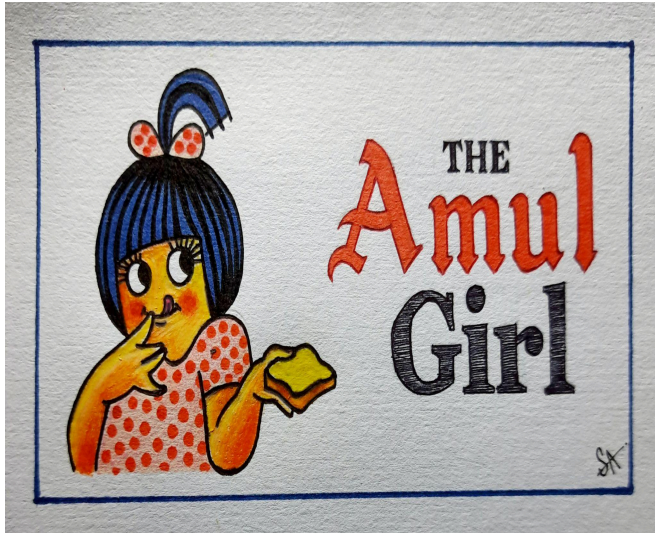


SSSVV Gallery - Search word - toothpaste.

#### 4) IA\_Amul Girl

*[Notes to the teacher: While all advertisements aim to attract customers to use their products, very few aim to use relevant and timely situations in their advertisements, thus making them unique.]*

*Draw the students' attention to the use of mascots (a symbolic figure supposed to bring good luck, linked to a particular organization or event). The **Amul girl** is one of the popular mascots that has been among the favorites for a very long time. Use slides 8 and 9 of **MLP\_TA\_Advertisements.Period 1.pptx** and allow the students to enjoy some interesting facts about the mascot.]*



*SSSVV Gallery - search word - amul*

The Amul girl is one of the most popular advertisement mascots in India, used by the dairy company Amul. The Amul girl, a chubby-cheeked, mischievous cartoon figure wearing a polka-dotted frock and holding a slice of bread with butter on top, was created in 1966 by artists Fernandes and Sylvester D'Cunha.

Over the years, the Amul girl has become a household favourite. The advertisement is very popular because of the unique tagline that is made about every special event around the world, be it the launch of Chandrayaan, the FIFA World Cup or a New Year wish. The Amul girl's expression that matches the tagline is something everyone appreciates.

*[Notes to the teacher: Encourage students to recall their favourite Amul advertisement.]*

## PERIOD 2

**Topic : Choose Wisely, Let's advertise, Summary**

**Time : 7 + 15 + 8 + 5 = 35**

**Asset Types: Value content, Suggested activity, Questions to assess, Summary**

**Objective:** Students will be able to

- 1) **appreciate** the good practices to be kept in mind while selling goods
- 2) **prepare** an advertisement using the given format
- 3) **answer** questions related to the format and uses of advertisements
- 4) **summarize** the uses and format of advertisements

**1) VC\_TRD\_Choose Wisely**

[Notes to the teacher: Selling goods is an art and it needs some ethical practices. The humorous story provided in *VC\_TRD\_Choose Wisely.pdf* aims to drive home the value of discrimination while advertising a product.]

**2) SA\_Let's Advertise**

[Notes to the teacher: This asset provides ample opportunities for assessment of learning and helps to facilitate peer and activity-based learning.]

Aim: Students are able to prepare an advertisement using the given format.

Setting: Indoor / group activity.

Role of the teacher: Facilitator

Preparation for the activity: (to be done in advance)

- Divide the class into groups of 5.
- Allow the students to select the product that their group will advertise.
- Decide the day for conducting the activity. (Allow a few days for the students to gather the required material- image, chart paper, colouring material, decide on the tagline)
- Revise the format to be followed while preparing the advertisement

Procedure: On the day scheduled for the activity-

- seat the students in their respective groups
- remind the students of the time limit
- guide the students as and when required for proper conduct of the activity
- once done, make the students clean up

Observation: Students are able to prepare an advertisement with the given format.

Troubleshooting:

- Keep a watch to avoid injury. (while using scissors etc.) and ensure equal participation in all groups.
- In case of inability to conduct the activity in the scheduled period, arrange to do it in any suitable period on the same day.

**3) QA\_Let's Advertise**

[Notes to the teacher: This asset is aimed for assessment of learning.]

As a follow up of the activity just conducted

- ❖ let the students present the advertisements prepared (group wise)
- ❖ ask suitable questions to assess their understanding of the format and the use of advertising
  - Which part of your advertisement, do you think, will catch the attention of your buyers?
  - Explain how your group came up with the idea of the image you have used.
  - Explain the tagline.
- ❖ allow students from other groups to question and assess the presentation
- ❖ keep a record of every student's presentation. (understanding of the format, language used in the content, presentation, and creativity)
- ❖ read out your assessment and provide corrections or suggestions, as required
- ❖ display the advertisements on the class and corridor bulletin boards

[Notes to the teacher: This asset could be used as a formative assessment tool.]



#### 4) MS\_Summary

[Notes to the teacher- For a quick synopsis, call students (at random) to list the uses of advertisements and the format for making them.]

##### Uses of advertisements

Advertisements tell us about-

- the special features of the product
- the price ranges
- discounts available
- where to buy

##### Format for an advertisement

Advertisements should have-

- an attractive image
- a catchy and meaningful title / tagline
- body (with all the information about the product)
- call to action
- contact information
- a word limit of no more than 50 words

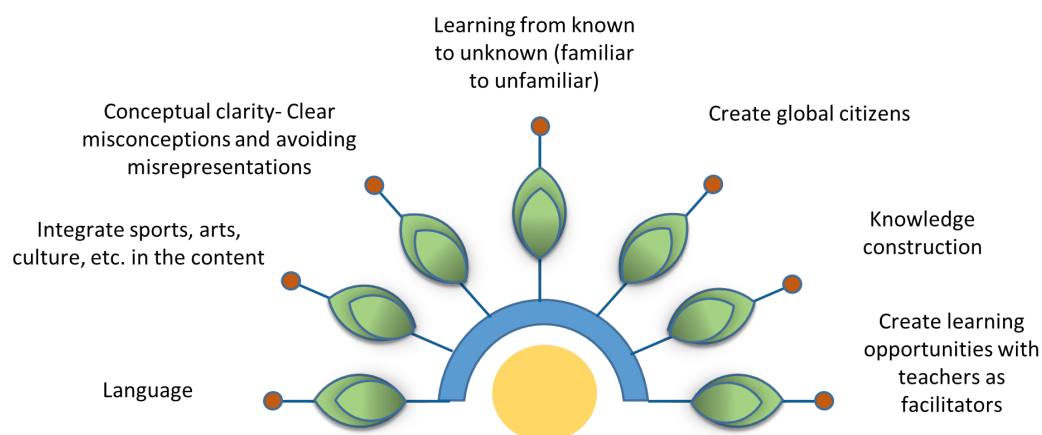
### LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ problem solving
- ★ integration of Values with the concept
- ★ interaction in the classroom to promote peer learning

Teaching aids and teacher reference documents mentioned in this lesson plan are provided in separate folders.

### Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you. Thank you.

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Time to teach	Asset type	Theme	Sub Theme
70 minutes	Main Script	Writing	Designing posters

## Master Lesson Plan

<b>Seven Asset Methodology for MLP</b>	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n <sup>th</sup> why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all

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	the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.