

LESSON PLAN

Thematic Field: *eSafety*

Title: Targeted messages

Last edit:

Authors: Statens medieråd: [The media landscape and targeted messages - Statens medieråd \(statensmedierad.se\)](https://www.statensmedierad.se)

List of Activities

Reference	Title	Level
L2	<i>Targeted messages</i>	L2- Average

Activity Title: Targeted messages

Level: L2- Average

Duration: 120 minutes (2-3 lessons)

Short description - Goals

Goals: The aim of this lesson is for the pupils to reflect on how the media landscape affects our relationships.

Other aims of the activity: Students can make, and express conscious ethical stances based on knowledge of human rights and fundamental democratic values as well as personal experiences, respects other people's self-worth as well as their bodily and personal worth, integrity, and distances itself from people being subjected to violence, oppression and abusive treatment, as well as contributing to helping other people can empathize with and understand other people's situation and develops a willingness to act also in their best interests.

Method: *Presentation/Discussion.*

Requirements – Instructions

The realization of the activity requires:

- 1) Computer and Projector
- 2) Internet access

Scenario

Exercise 1 - Think as I do! About methods of influence.

There are many methods to influence people to do what you want. A typical example of influence is carrot and stick, in other words, punishment and reward. In the information we access daily a number of different methods are used to get us to think and even act in a specific way. The aim of this exercise is for pupils to gain more in-depth knowledge on methods of influence and then to examine how they are used.

Brainstorm

Which methods of influence do you know of? Discuss which of these is the most effective. Motivate!

Group exercise

In this exercise, our starting point is seven different methods that are used to influence people's thinking. Split the participants into seven groups where each group is responsible for one method (these methods can be printed/written on cards and given to each group).

Group 1. Create peer pressure by making people feel that the majority feels a certain way.

Group 2. Designate a scapegoat - put the blame on someone for something he/she didn't do.

Group 3. Use music, pictures and short film clips to strengthen a certain feeling.

Group 4. Refer to authorities and credible sources.

Group 5. Claim that something is a fact, although it is only an opinion.

Group 6. Transfer - connect a negative feeling from one thing to another to make the other also seem negative (can also be done to make something look positive).

Group 7. Do not provide a complete picture but make use of certain details so that they strengthen a specific thesis.

Instructions to participants:

Read your card to understand what the method is about.

Search for three cases on the Internet that you feel show the method. These could be films, pictures or texts.

Present your results. The other groups can join in if they feel that your examples also contain their methods.

Come up with your own example where your method of influence is represented.

If there is time, all the groups can look for other methods that are used to influence the recipient of a message.

Conclusion

The groups discuss and come up with how their method of influence can be countered. This is presented in the form of a short action plan with phrases such as:

You should think about the following to avoid being influenced by...

You can do this...

You should do the following to counter this form of influence...

In conclusion, discuss in which situations it can be good to allow yourself to be influenced.

Exercise 2 - Did you find the raccoons in the story? About propaganda

The film about raccoons, The new threat, shows how you can create fear and rejection through propaganda. This has happened many times in the history of mankind, and in the worst case, it has helped make it possible to murder thousands of people. The aim of this exercise is to connect the conclusions in the film with real-life events. This is done by examining how different groups of people have been singled out in the society they live in.

Work in groups

The task is to compare the methods used in the film with some real life events:

Watch the film "Det nya hotet". [ENGLISH SUBTITLES: Det nya hotet - YouTube](#)

Examine the actual events in history. How does someone work up an atmosphere of rejection of a certain group of people?

What methods are used? Are the same methods used as in the film about the raccoons? Give examples.

Events that can be examined:

The propaganda against Jews in Nazi Germany in the 1930s.

The propaganda that caused the genocide in Rwanda in 1994.

The Swedish government's views on Roma people (Gypsies) in the 1930s and 1940s.

The propaganda between the groups at war in the Balkans in the 1990s.

The Ugandan government's view on homosexuality in Uganda today.

The Russian government's view on homosexuality in Russia today.

Exercise 3 - Buy, buy, buy! About the influence of advertising.

A lot in our society revolves around selling. Advertising is of major importance and companies invest a great deal of money in marketing. Still, most of us say that we are not influenced by adverts. Is that true? The aim of this exercise is to practice critical examination of advertising messages.

Line exercise with the whole group

Imagine that a line runs through the room. The line symbolizes a scale where one end represents "not at all," and the other end represents "very much". Read a statement and let the pupils place themselves on the line according to how much they agree with the statement.

Statements:

I am influenced by adverts.

I belong to an important group that advertisers target specifically through tailored adverts.

Adverts influence our attitudes concerning looks.

Adverts influence our attitudes about how women and men should behave.

Adverts make me want to consume more.

Examine in groups

Look for two examples of adverts that you feel target you. They may be advertising images, texts and advertising films.

In what way does it target you?

What arguments are used to get you to buy?

Critically reflect on the advert you chose. Does it contain stereotypes, exaggerations, and so on?

Conclusions: Students can make, and express conscious ethical stances based on knowledge of human rights and fundamental democratic values as well as personal experiences, respects other people's self-worth as well as their bodily and personal worth, integrity, and distances itself from people being subjected to violence, oppression and abusive treatment, as well as contributing to helping other people can empathize with and understand other people's situation and develops a willingness to act also in their best interests.



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