

Dar es Salaam International Academy
MYP unit planner

Subject & grade level	Humanities: Grade 9
Teachers	Jody Rutherford (Hum), Seren Davis (Lang A)
Unit title	Unit 3: Power of Persuasion
Time frame & duration	Term 1- 4 weeks

Stage 1: Integrate significant concept, area of interaction & unit question

Area of interaction focus Which area of interaction will be our focus? Why have we chosen this?	Significant concept(s) What are the big ideas? What do we want our students to retain for years into the future?
<p>Health and Social Education: 1a, 3a, 3b awareness and understanding of: - ourselves in the wider society— including issues such as freedom, government health policies and globalization making choices in terms of: - ourselves in the wider society— including behavior and ethics - ourselves and others—including personal values and taking responsibility</p> <p>What do I need to consider so I can make the right choice? What skills do I need to make the right choice?</p> <hr style="border-top: 1px dashed black;"/>	<p>Persuasion is a hidden power.</p> <hr style="border-top: 1px dashed black;"/>

MYP unit question
<p>To what extent can the power of persuasion be used positively and negatively?</p>

Assessment
<p>What task(s) will allow students the opportunity to respond to the unit question? What will constitute acceptable evidence of understanding? How will students show what they have understood?</p> <hr style="border-top: 1px dashed black;"/>

Part i. BEGIN YOUR OWN AD CAMPAIGN

Create your own advertising campaign advocating eco-friendliness or media literacy (like AdBusters). The purpose of the campaign is to persuade people change their ways and become greener. It is aiming to tempt people so it should look attractive and sound desirable.

Part ii. COMPANY DETAILS AND LOGO

Create a name and a logo for the Advertising Company you work for and write up some background information about it. Remember to make it sound reputable, trustworthy and useful. You may wish to link it to an NGO to add credibility to your message. Answer the question:

How does media make people buy and consumer more and more and more? What is brand power? How do you plan to use the power of persuasion for the good?

Part iii. RESEARCH

Establish some background information about the cause you have chosen to advertise. It is important you know your message inside out.

Part iv. CREATE YOUR ADVERTIZING CAMPAIGN

After getting all these details you are now ready to draft your advertising campaign. Consider now your final presentation and how you will make the finished product look, sound and feel. Remember, you are designing advertising using persuasive language in at least two types of media [for example, newspaper, radio and television]. Refer to your notes about the order and types of information to be presented.

Part v. THE PITCH

Now that you've designed an advertising campaign, here's your chance to promote it and sell your ideas to the other executives working in your advertising agency – your class! Your pitch should be yet another example of your mastery of the powers of persuasive language to help you 'sell' your campaign to your audience.

Objectives

Which specific MYP objectives will be addressed during this unit?

Language A:

A- Knowledge; Make sure to use the following vocabulary correctly: *consumers, brand, product, brand spirit, demographic*. Also, be sure to include an explanation of the origin and function of branding; see Naomi Klein article.

Objectives:

- *know and use humanities terminology in context*
- *demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples, and demonstrate awareness.*

Humanities:

C- Skills: Technical Skills; The way your entire project is arranged and presented will determine your grade for Criterion C. Use a variety of media to appeal to your audience.

Objectives:

- *use a several different types of media and technologies to research, select, interpret and communicate data*
- *use sources such as maps, graphs, tables, atlases, photographs and statistics, in a discerning manner*

Humanities Marking:

D- Organization and Presentation; Present your campaign in an organized and attractive manner. Use persuasion by speaking confidently and professionally. This should reflect your familiarity with your research from Part iii. Submit a bibliography done correctly as per the Writer's Handbook.

Objectives:

- *present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation*
- *use referencing and a bibliography to clearly document sources of information, using appropriate conventions.*

Evaluation

Which MYP assessment criteria will be used?

A- Knowledge; C- Skills: Technical Skills; D- Organization and Presentation

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question? What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

Humanities:

- Branding and Brand Power; Brand Spirit, Naomi Klein
- Brands Vs. Products
- Facts vs. Opinions in Advertizing
- Marketing techniques and demographics
- Social Media marketing; Go to: <http://mashable.com/2009/02/06/social-media-smartest-brands/> - - how have marketing techniques evolved over time (CHANGE AND TIME reference)
- Political Marketing and the Pop Star President
- Media Literacy; The Gullible Consumer
- Disney Stereotypes: Wiki Activities and Documentary. "Mickey Mouse Monopoly"; Dangers of Media and Brand Power
- Ethics of Consumption; sweatshops, child labour, labour laws, ethical consumerism
- AdBusters- Reclaim Your Mental Environment; Media Activism
- Responsible Media and Advertizing
- Academic blogging

Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

Transfer 7abi, ii, iii

Learner Profile: Thinkers

Learning experiences

How will students know what is expected of them? Will they see examples, rubrics, templates?
 How will students acquire the knowledge and practise the skills required? How will they practise applying these?
 Do the students have enough prior knowledge? How will we know?

Teaching strategies

How will we use formative assessment to give students feedback during the unit?
 What different teaching methodologies will we employ?
 How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

<p>Prior knowledge will be determined by:</p> <ul style="list-style-type: none"> - aligning content with material from the previous year (draw on themes from Media and Brand Power) - introduce terminology for Unit at the beginning - discussion <p>To develop skills and gain knowledge students will...</p> <ul style="list-style-type: none"> - research and investigate - use different media to fully explore relevant concepts and issues - work in groups and individually in order to stimulate idea-sharing and a personal learning experience - be expected to take advantage of personal time and a light homework load to conduct further research and develop their personal ideas - begin with reading comprehension tasks to help emphasize main vocabulary - use the handbook to visualize and touch the content; they will better see the continuity between lessons and across disciplines <p>For the assessment task students will...</p> <ul style="list-style-type: none"> - see completed tasks from the previous year - be given guidance and direction from multiple perspectives (Lang A, Humanities) - practice writing skills - submit a plan for review by teacher(s) - pursue their own research topic to ensure personal engagement - receive a task-specific rubric - draw on skills across disciplines (including those from Tech and their study of photography) - have several weeks to complete task with teacher feedback 	<p>Differentiated and constructive learning:</p> <p>The students will benefit from a variety of teaching methods, as they will be engaged in class discussion, idea sharing and group presentations (interpersonal), and personal research (intrapersonal). The booklet provides various examples of ads from different companies which will help students SEE the messages they are studying (visual, physical). We will watch a documentary about Disney stereotypes (visual, audio). We will plan a field trip with Tech to visit local sites for advertizing (naturalistic, physical). This will compliment the reading and class discussion that the class will do to acquire knowledge of the subject (visual, linguistic, logical).</p> <p>ELL: Vocabulary will be submitted to Chloe at the beginning of the unit for review with ELL students (Vocab was submitted before summer so that students meeting with her throughout could prepare more fully). Students will have sufficient time to develop their understand and skills, as well as an opportunity to have their papers edited before submission. They will work with Chloe to simplify the task sheet where necessary.</p> <p>Formative tasks:</p> <p>Noami Klein interview: Reading Comprehension A) What is the difference between a product and a brand? Use an example. B) What is brand spirit and why is it important? C) Find an advertizement in a magazine and try to identify the demographic, the brand, the product and the brand spirit. How is the ad effective in capturing the spirit of the brand to attract its demographic?</p> <p>Ad Investigation: a. Who is being encouraged to use this good or service? Hob. w do the ads appeal to the consumer's tastes and preferences? c. In which type of publication did this ad appear? d. Is there a relationship between the potential consumer, the type of advertisement, and the type of publication? e. Does the ad provide consumers with enough information to decide whether to buy this good or service?</p> <p>Social and Media Marketing: How have marketing techniques evolved in recent years? Use an example to explain. Disney Stereotypes: Wiki Activity: Browse through the Wiki found at the link below. Write a brief report on one of the characters discussed in the wiki. Post it to your blog. Wiki: http://disneyandmovies.pbworks.com/FrontPage What is the danger of media and brand power? Include a character profile of one Disney character. Describe how the character demonstrates how social norms, values and beliefs are constructed via media messages. (Hint! Think of how this could relate to the concept of systems)</p> <p>Responsible Advertizing: e-Activity: Go to the link below and read up on eco-marketing. Go to the Case Study section and read about the Dell eco-transformation. http://www.nextlife.com/blog/?p=116 SEE BOOKLET FOR MORE DETAILS</p>
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Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

"Adbusters- Journal of the Mental Environment" [Online] Available
<adbusters.org>

De Santis, Nicolas. Yes I Can: The New Way of Doing Politics. [Online] Available
<<http://www.corporatevision.org/wpapers.php>> September 01, 2010.

"Next Life: Sustainability Simplified" [Online] Available
<<http://www.nextlife.com/blog/?p=116>>

"Sweatshops". [Online] Available
<http://www.veganpeace.com/sweatshops/sweatshops_and_child_labor.htm> September 02, 2010

"Media Stereotyping". [Online] Available
<<http://www.media-awareness.ca/english/issues/stereotyping/index.cfm>> September 02, 2010

Balwani, Samir. "Presenting: 10 of the Smartest Big Brands in Social Media". [Online] Available
<<http://mashable.com/2009/02/06/social-media-smartest-brands/>> September 03, 2010

Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the "Planning for teaching and learning" section of *MYP: From principles into practice*.

Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did we decide on the data to collect? Was it useful?

Students and Teachers

- Note: Because the book "No Logo" was not available for purchase in Tanzania, the course of the unit changed substantially. Perhaps the book can be acquired out of country over the summer to enhance next years unit.
- we reflected verbally and in writing; 2010 we will reflect via an academic blog which may inspire more expressive and regular reflection

Possible Connections

- Language A, Seren; she has already covered a unit on advertizing which has helped keep the students interested and challenged them to transfer skills across subjects. (September 2010; IDU established)

Assessment:

- was a photo essay mean to help students express learning in ways other than through writing; some students did this effectively and learned to say more with less text
- 2010 assessment will be changed and MAY include a link with Tech; students may take their own pictures for the campaign and pitch their campaign to all three teachers, discussing not only content of the ad and persuasive techniques, but also photographic vision

Data Collection

- data was collected from a variety of resources, digital ad print; we also found our own references in Dar; data collection was effective and resource tracking will be improved with use of the booklet