

Smelly Feet?

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Part 1: Practical Guidance and Didactical Approach

Background and keywords:

Research suggests that boys are more likely to achieve well when they are presented with interactive opportunities in terms of learning and teaching. They are more likely to engage in activities which are related to real-life contexts where they can make meaning of the learning.

Keywords: Collaboration, context, competition, problem solving, decision making.

Similar topics:

N/A



Materials:

- pens
- paper
- sticky labels
- a range of advertising examples from TV, radio and magazines
- worksheet 1
- commission emails – as explained in Part 1 of activity
- tape or digital recorders/ computer sound recorders

Duration:

Exercise part 1: 60 minutes

Exercise part 2: 60 minutes

(These can be run concurrently, or on different days.)

Number of participants:

20 boys

Age:

7 - 8 years old boys



Aim:

- To design and present a radio advertisement for a new 'foot odour' product

(Short) Explanation:

This activity is designed to address boys' learning needs in an effort to engage them in the development of their studies in English lessons.

This activity involves the boys working in two teams. Both teams work for the same multi-media company and they must both devise a radio advert for a new foot odour product.

In Exercise part 1 the boys will work collaboratively to create a design image for the company. At this stage it is not necessary to tell the boys about the second part **to the activity, nor** that they will be creating a radio advertisement, this happens at the end of Exercise part 1.

In Exercise part 2 they will work in competition to create a radio advertisement for a new 'foot odour' product.

Guidance for the game or exercise:

Exercise part 1:

Put the boys in role as 'Advertising Creatives' working for a multi-media company. The teacher should take on the role of the Manager for the company.

- Give the boys badges and ask them to design their name tag.
- The boys must now decide on the company's name and design a logo for that company.
- Discuss together what an advertising agent might do.
- Present to the boys some clips of TV, radio and film advertising, as well as some advertising from magazines.
- Explain that this is the nature of the work of 'the company'.

At the end of the discussion and design activities the teacher should tell the boys that the company has received an email from a large manufacturer of 'foot' products. (The manager should read from an official looking sheet with a 'commission' for an advertisement of their new product. The manufacturer has asked that they be presented with more than one example of the advertisement.

In order to fulfil company requirements there must be two teams working on the product. The boys must now decide who will be in each team and who the team leaders will be.

Once the teams have been decided move to Exercise part 2 of the activity.

Exercise part 2:

The boys are now working in two teams for the same company, with the same task, to produce a radio advertisement for the new foot odour product.

The teacher (manager) should ask the boys to recall the adverts that were presented to them in Exercise part 1 of the activity and to discuss the most effective aspects of the adverts.

- What caught their eye?
- What has stayed in their mind?
- Which advert can they remember the most? Why is this?
- How might they use this information in the creation of their own advert?

They should use sound recording devices to create the final product.

And so to work:

Provide copies of worksheet 1 for the boys to use as a prompt and writing frame for their adverts.

The most effective advert will be used in the advertising campaign, although the runner-up may have their advert aired on local and regional stations.

Reflection:

Discuss the task in relation to working in collaboration and competition.

- How did it feel to work together?
- How did it feel to work in two separate teams?
- How might you transfer this learning to other areas of study?
- Did you feel that this task was purposeful?
- Did it have meaning in relation to the wider world?