

Smart Moves Lesson 7

Pushing Pedal Power

Overview:

In this lesson, students analyze car advertisements, discuss the bicycle as an alternative to the car, create advertisements promoting bicycling, and then evaluate the potential effectiveness of their ads.

Objectives:

Students will be able to:

- Identify persuasive language and imagery in car advertisements.
- Compare and contrast the messages presented in car advertisements with the realities of driving a car.
- Describe the benefits and/or convenience of bicycling as an alternative to the car.
- Communicate the benefits of bicycling to a target audience, using persuasive language and imagery.
- Evaluate their messages for effective presentation.

Time: 2 class periods

Materials:

- Magazine advertisements for cars, trucks, or SUVs (one advertisement per team of three or four students)
- Student Handout: *Car Ad: Who's the Target?* (Prepare an example to model the activity by choosing an ad and completing the handout yourself.)
- Student Handout: *Pushing Pedal Power*
- Student Handout: *Evaluation of Ads* (Depending upon the number of "ad agencies," reproduce the correct number of pages for the handout.)

- Student Handout: *Fort Collins Bike Facts*

Procedure:

Day One

1. Have the class form teams of three or four students. Give each team one of the magazine advertisements for cars along with the handout *Car Ad: Who's the Target?*. Explain how to complete the customer profile on the handout using the example you have prepared.

Now ask the teams to study their ads and complete their customer profile handouts. When they have finished, have each team display its ad and describe to the group the type of customer the advertisement is aimed at.

2. Ask the class to discuss whether the ads that they have analyzed—and those on television—give a realistic picture of most driving situations. Ask them to recall the very last time they were in a car. Ask whether:

--the number of people in the car was the same as the number of people in the ads

--the scenery was like that in the ads

--the driver was as beautiful or handsome as the driver in the ads

--the trip was as exciting, romantic or speedy

In addition, have students describe a freeway (I-25) at 5:30 p.m.; the streets adjacent to a gym, coliseum or stadium after a sporting event; or the parking lot at a mall during the Christmas season. Have them contrast these scenarios with those portrayed in the car ads. Ask whether they believe that car advertising is truthful about the realities of everyday driving. Why or why not?

3. Referring to their description of the traffic scenarios above and what they know about the bicycle and bike commuting, have the students suggest reasons why using a bicycle could sometimes be a better transportation option than using a car.

Record their reasons for using a bicycle on the board. These could include:

- More maneuverable, can avoid traffic jams
- Easier to park
- Often less stressful than driving
- Requires fewer roads and parking lots
- Emits no pollution, safer for the environment
- Less expensive to buy and operate
- Provides exercise
- Can be operated by people their own age

4. Now tell the class that they are going to consider all the positive reasons for using bicycles and develop an advertisement that would effectively, and truthfully, market the bike as a means of transportation. Have the students form "ad agencies" of three to six (or retain the teams from step 1) and give them a minute or two to decide upon the name for their agency. Have them share their agency name with the class.
5. Distribute the handouts *Pushing Pedal Power* and *Portland Bike Facts*. Read them aloud and discuss the assignment described on the first page of *Pushing Pedal Power*. If time allows, have the teams begin work on their ads.

Schedule a time for the next session when the agencies will bring their completed handouts and advertisements to class.

Day Two

6. Begin by briefly reviewing the handout *Pushing Pedal Power*. Tell the students that as the various agencies explain their plans and display their advertisements, the class will assess the effectiveness of the ads. Distribute the handout *Ad Evaluation Form*.

Give each agency five minutes to display its ad. Before the agency discusses how

the ad was developed, have the class try to identify the target population. After each presentation, have students take a moment to record their observations about the ad on the handout *Ad Evaluation Form*.

7. When all the teams have presented their ads, lead a class discussion on the truthfulness and merits of the advertisements, using the students' completed *Ad Evaluation Forms* as a guideline.
8. For closure, ask the students:
 - What was the most interesting information you discovered when developing your ads?*
 - What do you know now that might convince you to ride a bike instead of riding in a car?*

Assessment Opportunities:

- Class discussions: identifying persuasive elements of car advertisements and describing the benefits of riding a bicycle
- Advertisements for biking
- Evaluations of advertisements
- Wrap up: articulating what was learned in the lesson and how it might apply personally

Extensions:

Related Activities

- Health: Have students research the health benefits of bicycling and then present a demonstration of how cycling can strengthen leg and back muscles, provide aerobic exercise, and supply cross-training for other sports.
- Economics: Have students research the true cost of driving a car and compare it with the cost of using a bicycle for transportation. Have them present their findings to the class using graphs and other visual organizers.

- Science: Have students research the evolution of the bicycle from the Draisienne to the recumbent, identifying materials and engineering advances.
- Geography: Students could plan a 500-mile bicycle tour of the state of Oregon, starting at the school and using maps, interviews with knowledgeable cyclists, and resources from the Portland Department of Transportation, Metro, and the Oregon Department of Transportation. Ask them to consider safety, scenery, and ease of cycling in order to create a comfortable, fun, and healthy vacation itinerary.
- More Geography: Have students research how bicycles are used in other countries and then compare their findings with the use of bicycles in the United States. Instruct students to include information on the types of roads, storage spaces, and laws that other countries have in order to protect, promote, or control bike riding. Have students present this information to the class using props, such as flags, from the country they researched.

Additional Classroom Lessons

Find related lessons in Metro's curriculum *Planning for a Livable Future*: "Bikepeople" and "Mapping Bike and Pedestrian Routes in Your Community"

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A Community Project

Have the students identify and interview (perhaps on video) people who commute to work by bicycle. Students might ask people why they commute by bike, how long they have been doing it, what equipment they need, how they maintain their bikes, what routes they take, whether they have had collisions, and what general advice they could offer potential bicycle commuters.

Benchmarks:

Arts

Aesthetic and Art Criticism

Explain and analyze works of art, applying knowledge of technical, organizational, and aesthetic elements.

- Recognize and describe how technical, organizational, and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.

Respond to works of art, giving reasons for preference.

- State preferences for works of art and reasons for preferences, based on key artistic elements and principles used in producing the art.

Create, Present, Perform

Apply artistic elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

- Create, present and/or perform a work of art, selecting and applying artistic elements and technical skills to achieve desired effect.

Communicate, verbally and in writing, about one's own artwork.

English

Reading

Demonstrate literal comprehension of a variety of printed materials.

- Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections

Writing

Convey knowledge of the topic, including relevant examples, facts, anecdotes, and details.

- Convey clear, focused main ideas supported by details and examples in ways appropriate to topic, audience, and purpose.

Use varied sentence structures and lengths to enhance flow and rhythm.

Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, and other writing conventions.

- Use correct spelling, grammar, punctuation, capitalization, paragraphing, and citations.

Write in a variety of modes and forms appropriate to audience and purpose.

- Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, letters, research papers, reports) appropriate to audience and purpose.

HANDOUTS

Handout 1 - Car Ad: Who's the Target?

Study the photograph, graphics, and text of the car ad and then decide what type of person the car company is trying to attract to the ad. Use the list below to help develop a profile of the targeted customer.

This advertisement is aimed at someone with the following characteristics:

- Age:
- Income:
- Culture:
- Interests:
- Personal values:
- How the person likes to see him/herself:
- Other characteristics of the customer that the advertisement tries to use in order to sell the vehicle:

Handout 2 - Pushing Pedal Power

Agency Name:

Agency Team Members:

Assignment: Create an advertisement, aimed at a specific group of people, that markets bicycling as an alternative to riding in a car.

Step 1

Identify your target audience. Some examples: health conscious students, 6th grade females interested in sports, 8th grade males interested in technology, social students, shy students, students who care about the environment; the principal, staff members, or teachers.

Step 2

Profile your target audience. What are their likes/dislikes? How do they like to see themselves? What might convince them to ride a bike instead of riding in a car? Other characteristics your agency should consider when developing its bike advertisement?

Step 3

Develop a catchy slogan for choosing to ride a bike.

Step 4

Find a fact or statistic that would help convince your target audience to bicycle.

Step 5

Develop an ad that will appeal to your target audience. Try to use the fact/statistic that you found in Step 4.

Step 6

Decide where your agency would place the ad in order to reach you target audience.

Handout 3 – Fort Collins Bike Facts

Fort Collins is known as a bicycle-friendly city.

Because the city of Fort Collins has:

- There are 143 miles of on-street bike lanes within the City of Fort Collins.
- Within the City's bike path and trail network there are currently 35 miles of paved surface. An additional 94 miles of trails are identified in the City's Park and Recreation Master Plan.

Handout 4 - Evaluation of Ads

Carefully examine the bicycling ads created by each agency and then fill out the following forms. Offer your constructive feedback during the discussion.

Agency Name: _____

Slogan is catchy and appealing?

Yes No Why/why not?

Fact or statistic is convincing?

Yes No Why/why not?

Visual presentation?

Excellent Good Okay Needs Work

Why did you give it that rating?

Agency Name: _____

Slogan is catchy and appealing?

Yes No Why/why not?

Fact or statistic is convincing?

Yes No Why/why not?

Visual presentation?

Excellent Good Okay Needs Work

Why did you give it that rating?

Agency Name: _____

Slogan is catchy and appealing?

Yes No Why/why not?

Fact or statistic is convincing?

Yes No Why/why not?

Visual presentation?

Excellent Good Okay Needs Work

Why did you give it that rating?

Handout 5 - Evaluation of Ads

Agency Name: _____

Slogan is catchy and appealing?

Yes No Why/why not?

Fact or statistic is convincing?

Yes No Why/why not?

Visual presentation?

Excellent Good Okay Needs Work

Why did you give it that rating?

Agency Name: _____

Slogan is catchy and appealing?

Yes No Why/why not?

Fact or statistic is convincing?

Yes No Why/why not?

Visual presentation?

Excellent Good Okay Needs Work

Why did you give it that rating?

Agency Name: _____

Slogan is catchy and appealing?

Yes No Why/why not?

Fact or statistic is convincing?

Yes No Why/why not?

Visual presentation?

Excellent Good Okay Needs Work

Why did you give it that rating?