

➤ USING PHOTOGRAPHIC IMAGES TO PERSUADE

Target Group: **Year 8**

Australian Curriculum Reference: **Visual Arts**

- + As they make and respond to visual artworks, students design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes.
- + Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122).

LESSON SUMMARY

Students will produce a manipulated photographic image that will draw attention to the work of a volunteering organisation and try to influence other students at the school to volunteer for that organisation.

LESSON CONTENT AND METHODOLOGY

- + As a whole class look at:
 - + propaganda posters for the Hunger Games: www.screenburn.kotaku.com/new-official-propaganda-posters-for-the-hunger-games-1593595262 and identify the elements the artist has used to get their message across to the audience (Worksheet 1).
 - + *The Science of Persuasion* (video): www.youtube.com/watch?v=cFdCzN7RYbw followed by teacher-led discussion recapping the six principles of persuasion identified and how they can be applied to ideas about volunteering and service activity (Worksheet 2).
- + Students use the internet to research a volunteering organisation and find out what the organisation does to support the community. Students then select a principle of persuasion to focus on and design a photograph that will promote volunteering for their chosen organisation to other students.
- + Students take photos using their phones (or other available resources) and then drop them into Photoshop to manipulate and add text.
- + Students print final images and create a class exhibition.

ASSESSMENT

- + After viewing the class exhibition, students write a brief critique of the image they think best persuades other students to volunteer, commenting on:
 - + the principle of persuasion they think has been used
 - + how well it has been used
 - + the reason the specific image was chosen
 - + how the text relates to the image
 - + why the image, overall, is effective in persuading.
- + Teacher grades each individual image using the same criteria.

RESOURCES

- + Worksheet 1: Interpreting the Image: Class Discussion
- + Worksheet 2: The Science of Persuasion: Video Viewing and Class Discussion

WORKSHEET 1

Interpreting the Image: Class Discussion



Image by Ignition Creative: www.ignitioncreative.net/index.html

Using this image as a prompt, teacher leads class discussion focusing on the following questions.

- + What do you think about the child when you first see this image?
- + What are the symbols that the artist uses to show this is a child from a mining district?
- + What is the meaning of the apple? Why do you think the artist has used it?
- + What else might the artist have used to relay the same meaning? What difference would that have made to the image?
- + Why do you think the artist chose to have nothing but flat colour in the background?
- + Does the use of the words on the right hand side of the image affect the meaning the artist wants you to take from it?

WORKSHEET 2

The Science of Persuasion: Video Viewing and Class Discussion

Activity

Watch *The Science of Persuasion* at: www.youtube.com/watch?v=cFdCzN7RYbw

Discussion

Teacher leads a discussion that draws attention to the six principles of persuasion identified in the video.

- + **Reciprocity:** you will be persuaded to take action because you feel you have to do something for the organisation because it does something for you – you feel obliged.
For example, you can be persuaded to give money to raise funds for cancer research if you have had a family member or friend cared for in an oncology ward in a hospital. You may feel that you want to 'give back' for the care provided to your loved one.
- + **Scarcity:** you will be persuaded to do something if you think the opportunity is limited or rare.
For example, people can be persuaded to volunteer to assist at a festival as they may think the opportunity may not come again, or it may have a band playing that only tours once every five years.
- + **Authority:** you will be persuaded to act for an organisation because it has a long and credible history.
For example, people can be persuaded to donate money to the Red Cross because it has a very honourable history of providing services to the community.
- + **Consistency:** you will be persuaded to do something by taking active voluntary actions and making a public commitment that is written down.
For example, you will be persuaded to raise funds by doing the MS Readathon where you have to sign up and report back about your success.
- + **Liking:** you will be persuaded to act if you think that the people who are selling the activity or who are engaged in the activity are like you, will give you good feedback (rewards) and have similar goals to you.
For example, you can be persuaded to volunteer at the local dog pound because you like animals and the people who work there like them too.
- + **Consensus:** you will be persuaded to act because people who are similar to you engage with the activity.
For example, you can be persuaded to volunteer as a sports coach for a local junior team because you have friends who do it.

Student task

Select ONE of the principles of persuasion to use in your photograph.

Examples

- + If you select *Authority* you will need to make sure that your final image convinces other students that it is worthwhile volunteering for the agency because of its reputation for good work.
- + If you choose *Liking* you will need to show in your image that the activity is something that other students can easily relate to – it might be fun.
- + If you choose *Consensus* your image will need to show that other students do this and find it appealing.