



Lesson 1: Advert context



Bell work

Collect your NHS Give Blood Personal Learning Checklist and stick in your book – you must revisit this at the end of each lesson and again at the end of the unit.

Personal Learning Checklist: NHS Book and Transplant online campaign video Represent ft Lady Leshurr Close Study Product



| | At end of unit | | |
|--|----------------|---|---|
| | R | A | G |
| Context | | | |
| I understand what a niche audience is | | | |
| I know the niche audience for this advert and why this advert can be considered as niche | | | |
| I understand what BAME means | | | |
| I am aware that donating blood is an issue in the BAME community | | | |
| I can discuss how this advert carries a powerful social message and how it attempts to change attitude and behaviours | | | |
| | | | |
| Media Language | | | |
| I understand what the message of this advert is | | | |
| I can identify and explain the codes and conventions used in this advert and I can link this to the niche audience | | | |
| I can explain the literal and hidden (semiotic) meaning of this advert | | | |
| I can identify the genre of advertising and how it encapsulates hybridity | | | |
| I can discuss the intertextuality between different media products (advert/music video) and celebrity culture | | | |
| I can describe the narrative structure (keywords: Amplification / Episodic/ Non-linear / Multi-strand) | | | |
| I can explain how the narrative structure add to the power of the message | | | |
| | | | |
| Media Representations | | | |
| I can explain how a wide range of the BAME community is represented here and why | | | |
| I can identify a number of stereotypes included in this advert | | | |
| I understand that the stereotypes are being selected, represented in a certain way and why they have done this (keywords: Selection / Construction / Mediation) | | | |
| I can explain the factors that may affect how the audience interprets the advert (think: age, social class, gender, beliefs, peer pressure, time, relationships) | | | |



Lesson 1: Advert context

NHS Give Blood is an advert aimed at a *niche* audience

A *mass* audience is

Vs

A *niche* audience is



In your notes, and in your own words:

- write what a mass audience and niche audience.
- brainstorm a list of ten niche products that you have seen advertised.
- who is the niche audience in this advert?



Lesson 1: Advert context

NHS Give Blood is an advert aimed at a *niche* audience

A *mass* audience is made up of a large group of people (men, women, children, elderly)

Vs

A *niche* audience is a small subset with very unique interests or characteristics



In your books, and in your own words:

- write what a mass audience and niche audience.
- brainstorm a list of ten niche products that you have seen advertised.
- who is the niche audience in this advert?

Research – Who is in the advert?

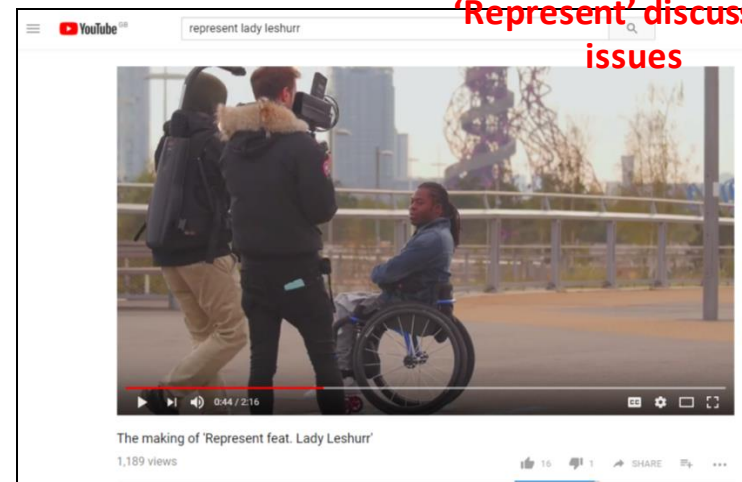
- Find out who each person is and what they have done to make them well know and successful?
- Lady Leshurr
- Nicola Adams
- Chuka Umunna
- Ade Adepitan
- Kanya King
- Aaron Christian
- Mariah Idrissi
- Dawn Hunter
- Doc Brown
- Gianni Crichlow
- Beth Willets



Research – Who is in the advert?

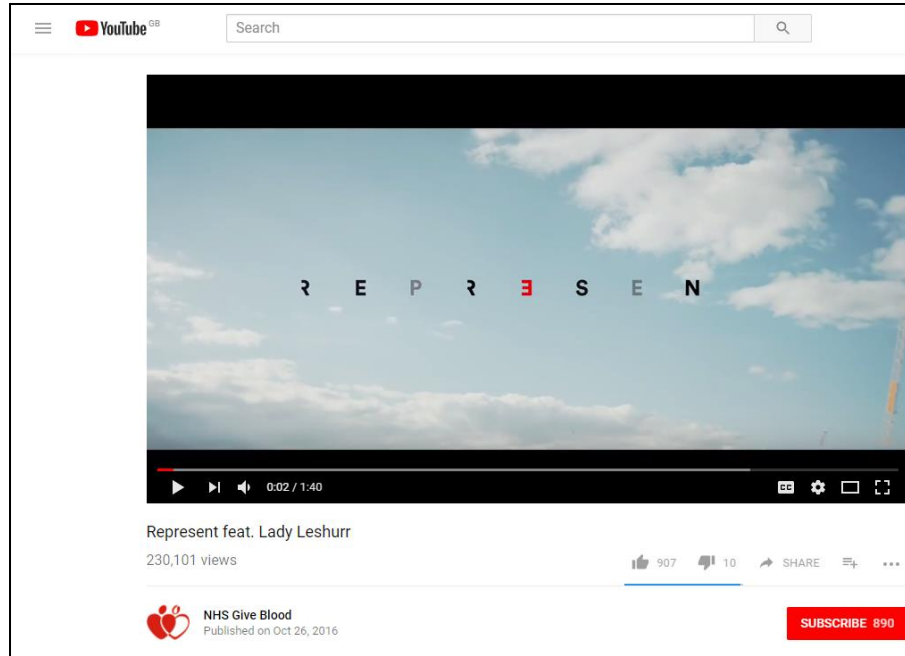
- Lady Leshurr: a British rapper, singer, songwriter and producer
- Nicola Adams: is a British former [professional boxer](#) who competed from 2017 to 2019.
- Chuka Umunna: is a British former [Liberal Democrat](#) politician who served as [Member of Parliament](#) (MP) for [Streatham](#) from [2010](#) until [2019](#).
- Ade Adepitan: is a British television presenter and [wheelchair basketball](#) player
- Kanya King: [CBE](#) (born in [Kilburn, London](#)) is the founder of the [MOBO Awards](#).^[1]
- Aaron Christian: is a film and documentary director
- Mariah Idrissi: is a British model, public speaker, and online personality. Idrissi initially gained recognition as the first [Muslim hijab](#)-wearing model
- Dawn Hunter: actress, singer and visual artist
- Doc Brown: an English rapper, comedian, actor, screenwriter, radio presenter and voiceover artist.
- Gianni Crichlow: footballer
- Beth Willets: actress

Click to watch stars of
'Represent' discuss the
issues





Lesson 1: Advert context



[Annotated version of video](#)

[Click to view](#)

Advertising

Close Study Product: NHS Give Blood: Represent feat: Lady Leshurr



Why is blood donation an issue in the BAME community?

A screenshot of the Give Blood website. The page is titled 'Black, Asian and minority ethnic communities'. It features a navigation bar with links like 'WHY GIVE BLOOD', 'WHO CAN GIVE BLOOD', 'THE DONATION PROCESS', 'WHERE TO DONATE', and 'NEWS AND CAMPAIGNS'. The main content includes a video of a woman, a text block about the need for donors, and a section titled 'Blood conditions and blood groups' with a photo of a man. On the right side, there are two call-to-action boxes: 'Register' with a green checkmark and 'Book an appointment' with a location pin icon.

Click to view website

<https://www.blood.co.uk/why-give-blood/the-need-for-blood/black-asian-and-minority-ethnic-communities/>

1. Use the website to research the following:

- what does BAME stand for?
- why is there a need for blood in the BAME community?
- what type of conditions are more common in people from the BAME community ?
- 2. Click on the link – need for black donors
 - Watch two of the clips and make notes about the issues surrounding blood donation in the BAME community.



Lesson 2 and 3 : Advert language and meaning

What is the message of this advert?



The advert is called Represent. Why?
What is the symbolism of the red E?



Video cuts to more famous people who are representing positively e.g. actor, MP, Dancer, Scientist, Dancer



Lady Leshurr highlights 'ordinary' members of BAME community who are representing positively e.g. pilot, librarian, chef, etc



Empty chairs at the end when blood donation is mentioned. Why do they include that section there? Think of 'Represent'



In your books and in your own words:

- What is the message or meaning [semiotics] of this advert – the literal meaning and the 'hidden'?
- How do they communicate this message? What techniques do they use? What visual cues are evident?



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

Lesson 2 and 3 : Advert language and meaning

What is the message of this advert?

The world's full of talented people
The passion in some is less than in others - the balance ain't equal
You could be a rapper and be cool
You could be a singer in a band to a kid that's in pre-school
Whether you decide to be a pilot and fly private
A boxer in the ring and you fight to get eyes violet
A librarian to get enlightenment when the time's silent
A voluntary worker and the smile on a child's priceless
The sky has no limits
You could be an artist painting a vivid image
A nail technician booking clients for acrylics
A bartender at a nightclub pouring spirits
You could be an actor, could be into fashion
You could be a dancer ready to make it happen

You could be going back and forth on a basketball court
Or a chef seasoning your salmon, that's talent
we are the sounds of the streets, we are the voice of the youth so you shout and we scream
We are the ones making policies
We are the scientists who create magic in the laboratories
We are the tropical spirits of the island
We are the footballers that love striking
And we ain't representing in other ways
Like giving blood to help others see better days
Is it pressure? Is it pressure?
We have got to take some time to make it right
We have got to take some time – give blood, save a life.



Lesson 2 and 3 : Advert language and meaning

What is the genre of this advert?

Hybridity

As audiences get ever more aware of media conventions, producers are playing on our expectations more and more. Look at the way they advertised Deadpool (a superhero action movie) as a Romance film. Why?

Intertextuality

The term Intertextuality refers to the process of creating references to any kind of media text via another media text. In other words Intertextuality essentially means for a type of media (film, television, music etc) to pay homage to another media text.



Music Video: Blur The Universal and Movie: A Clockwork Orange



In your books and in your own words:

- What genre is this advert (think about intertextuality here or hybridity).
- Write a definition of hybridity. What codes and conventions (of a rap video) does this follow for this advert (look at notes section of this slide for guidance).



Lesson 2: Advert language and meaning

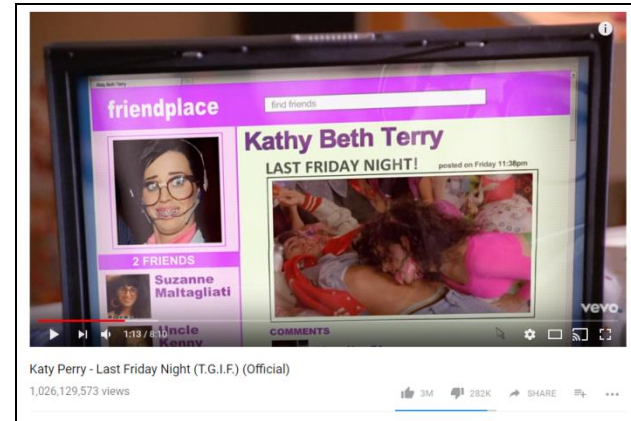
What is the narrative structure this advert?

As the video follows the narrative structure of a music video, not an advert, we need to look at music video narrative structures for comparison



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A linear narrative is exactly what it sounds like; a narrative that works in one line or strand. This means that the narrative works from start to finish and tells the story in one straight sitting without interruptions from the past or future. For example, Porter Robinson's Sad Machine music video is a concept video that is linear because it shows one storyline the whole way through, where a hand keeps following through a mountain and other landscapes, without any other interruptions.



[Click to view](#)

Non-linear narratives are basically the opposite to what a linear music video might contain. This means that it has interruptions in between, at the start or the end of the music video. This can be seen in Katy Perry's Last Friday Night where it starts with the morning after the party and then goes back to the start of the night before and continues the narrative.



Lesson 2 and 3 : Advert language and meaning

Narrative structure continued...



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A **single strand narrative** is a narrative that is focused around only one character and the narrative unfolds and finishes around that particular character, usually focused around the artist in a music video, for example in Ke\$ha's Tik Tok music video, it features her doing her daily routine of partying and drinking but focused completely around her.



In your books and in your own words:

- What narrative structure is used in the NHS Give Blood / Lady Lesshur advert?
- Why do you say this?



[Click to view](#)

A **multi-strand narrative** is a narrative that allows itself to be focused around many other characters and unfold in the hands of multiple ways through this. For example, MGMT's music video for Your Life Is A Lie features many different characters and the narrative is completely random due to this. This allows them to write freely for their narrative because they have many characters they can use to display their meaning.

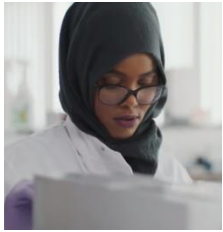


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Lesson 4 : Media Representation

How is the BAME community represented visually?

There are many different 'sections' of the BAME community represented here and how traditional 'stereotypes' are challenged:



Ethnicity



Masculinity



Femininity



Age



Class



Ability/ Disability



Place



In your books and in your own words:
How are different BAME groups represented?
Why have some images been **selected** (eg urban) and some not (eg rural/suburban)?



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

Lesson 4 : Media Representation

How is the BAME community represented visually and why?

In advertising, stereotypes are represented in a certain way for a reason. This process is known as selection / mediation / construction

Keywords

Selection: some representations of BAME have been selected and included and some have been left out. What is omitted is sometimes as important as what is included. Why have certain things been included and left out?

Mediation: This is the process everything goes through before it reaches an audience. This can be how the advert has been planned and re-planned before it makes it to production. What do you think the mediation process would be in this advert? What things may have been included and left out? Why?

Construction: This is the way the advert has been put together. This includes the editing, positioning, lighting and choice of camera angles. Why has the video been constructed the way it has.



In your books and in your own words:

Write a definition of Selection, Mediation and Construction in media products.

Answer the questions above.



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

Lesson 4 : Media Representation

Who would respond to this advert and who would not?

An advert is designed to get a response from the audience (eg raising awareness, buying a product). There are different factors that may affect how an audience interprets and responds to this advert



In your books and in your own words:

Using the keyword drivers, write a section for each saying who may interpret the advert positively and who negatively and why.

| | May interpret positively | May interpret negatively: |
|--|--|--|
| Age | Younger people would respond more positively to the advert as the majority of stereotypes portrayed are young. Also, the style of music and way the advert is constructed is aimed at a younger audience | Older people may not respond to the images and the style of music so may not respond positively to this. |
| Social class | | |
| Gender | | |
| Location (Urban / Suburban / Rural) | | |
| Relationships | | |
| Ethnicity | | |

There may be other factors that affect how an audience responds to an advert. Brainstorm a list (e.g. peer pressure, time)



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

Lesson 4 : Media Representation

This concludes the NHS Blood and Transplant Represent campaign video Close Study Product.

Now complete your Personal Learning Checklist for this CSP.