

Messages at Work

Compare a campaign's media, evidence, and limits.

11.C.4.C "Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques), impact (e.g., public opinion trends), and effectiveness (e.g...."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark one content detail and one persuasive choice in each message. In the results memo, underline what was measured and circle limits on claims about effectiveness.

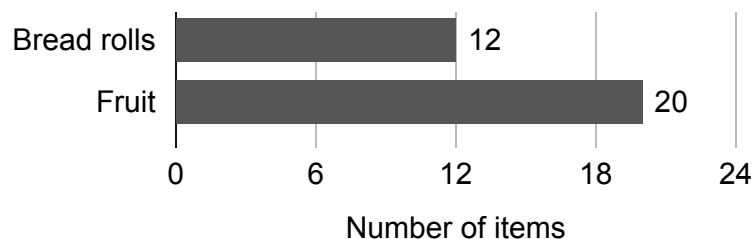
A Fictional Cafeteria Campaign

A • Poster: Take what you'll eat

Start small. You can return for more. The chart below shows discarded whole items counted at one lunch before this campaign. Each saved item matters.

Fictional cafeteria council poster. Intended location: beside the serving line. The chart is part of the poster, not a report of campaign results.

Discarded whole items at one lunch



Fictional count before the campaign: bread rolls 12; pieces of fruit 20. This count excludes other food and is not a comparison of weights.

B • Announcement: complete spoken script

Good morning. At lunch today, start with a portion you expect to finish. You may return for more if you are still hungry. Our cafeteria council is asking everyone to reduce avoidable food waste. Before leaving the line, take a moment to consider your appetite. Small choices add up, and getting more later is welcome. Thank you for helping us waste less.

Fictional morning announcement, delivered once daily during the campaign. For comparison, a partner or teacher reads the complete script aloud at a natural pace; listen before rereading it.

C · Results memo: after the campaign

Across five comparable lunch days before and five after the combined poster and announcement campaign, total discarded food by weight fell 18%. In a survey of 240 students afterward, 62% said the poster made them notice portions; 71% said the announcement taught them what to do.

Classroom simulation: all counts, quotations, and percentages are invented practice data. There was no poster-only or announcement-only group. The survey questions measured different outcomes. Menus and attendance were similar, but other influences were not controlled.

2 ANSWER WITH EVIDENCE

Use the passage

- 1 Compare the specific content and intended action of the poster and announcement.

- 2 How might the poster's larger fruit bar and its serving-line location influence its impact?

- 3 Why can neither the 18% result nor the 62% versus 71% responses show which message was more effective?

- 4 After hearing the complete announcement aloud, identify one strength and one limitation of spoken delivery compared with the poster.

Write a 100–130 word evaluation for the cafeteria council. Compare both messages' content, intent, likely impact, and evidence of effectiveness. Support a recommendation about keeping or revising the media. Distinguish plausible effects from measured results; include a fairer way to test effectiveness.

Write 100-130 words after listening and examining the poster. Include concrete media details, the study's limits, and a justified recommendation.

[illegible]

PART 1 • READ AND MARK

Mark one content detail and one persuasive choice in each message. In the results memo, underline what was measured and circle limits on claims about effectiveness. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare the specific content and intended action of the poster and announcement.	Both ask students to start small and allow returning for more. The poster adds a chart of discarded items; the announcement explains the action in a fuller sequence.
2	How might the poster's larger fruit bar and its serving-line location influence its impact?	The larger bar draws attention to the higher fruit count. Its placement may prompt a portion decision at the time of serving. Those are plausible effects, not results isolated by the memo.
3	Why can neither the 18% result nor the 62% versus 71% responses show which message was more effective?	The 18% change followed both messages without isolated groups or full controls. The survey percentages measure different outcomes, so a direct ranking is invalid.
4	After hearing the complete announcement aloud, identify one strength and one limitation of spoken delivery compared with the poster.	Possible answer: spoken explanation gives clear steps and a courteous appeal, but a morning listener must remember it later. The poster remains visible beside the line. Accept observations grounded in the actual reading.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Comparison and judgment

The poster pairs a visible waste comparison with a short action, while the announcement explains portion choice and returning for more. Both seek less waste, but the poster can prompt a decision in the serving line; listeners must remember the morning message later. The poster's fruit bar is larger, emphasizing that category without measuring all waste.

The 18% weight reduction followed both messages, so it cannot establish either message's separate effect. The survey percentages concern different outcomes and cannot rank effectiveness. I would retain both formats provisionally, shorten the announcement's repetition, and test comparable groups with the same outcome measure before claiming which message works better.

TEACHER ASSESSMENT NOTES

Read the complete Source B script aloud, or have a partner do so, before Question 4. Accept reasoned recommendations that use both actual messages. The model's likely-impact claims are inferences; it does not claim the campaign caused the observed reduction. The poster compares item counts, while the memo reports a later change in total food weight. Those quantities cannot be substituted for each other. Count the evaluation body only, excluding its heading.