

Awesome Advertising!

Driving Question:

How do you create an effective advertisement?

Expectations:

Congratulations! You've just been hired as an advertising representative for the [Make it Happen Advertising](#) firm. Your boss expects you to jump right in and begin working with your team on an exciting advertising campaign.

A new business had recently opened up in your city/town and they have hired the [Make it Happen Advertising](#) firm to create both a print and broadcast advertisement for them. They have paid for you to create one form of PRINT ADVERTISING (a newspaper ad, a direct mailing, or a billboard) and one BROADCAST ADVERTISEMENT for radio.

You will present your advertisements to your client, a representative from the local newspaper, and a representative from the local radio station. Judges will vote on the best advertisement and that advertisement will be published in the local newspaper and/or broadcast over the radio.

Process:

1. Each day you will be required to work as a member of a professional team.
2. Your team will create a contract that each member will be required to follow.
3. Your boss will give you a calendar that will provide due dates for expectations.
4. Some days will be spent working on your advertisements in your groups; other days will be spent doing class activities to learn about effective advertising techniques and strategies.
5. After you have created your advertisements, you will present them to your client.
6. You will be evaluated independently based on your work ethic and collaboration skills as well as your knowledge of advertising terms and concepts.
7. You will be evaluated as a group based on the content and quality of your presentation.
8. The most creative advertisement will be published in the local newspaper or on the company's website and/or broadcast over the radio.

GROUP CONTRACT

Members

Project

Group Constitution

Foreword

This contract is a binding legal document and governs the group until the assigned project deadline. If the group separates, or a member is fired, the basic contract laws remain intact for both parties. However, being fired may cause work responsibilities to shift.

Article I: Absence Policy

- a. If a group member will be absent :**

Article II: Work Policy

- a. Any member that cannot complete the work assigned to them:**
- b. Each group member will work to the best of their ability:**
- c. If a group member commits plagiarism:**

Article III: Roles

- a.
- b.
- c.
- d.

Article IV: Work Ethics

- a. If a group member does not complete work they were assigned:

Article V: Member Dismissal

- a. The following conducts will result in a group member being able to be dismissed:

- c. Any group member leaving under their own will:

Article VI: Signature

By signing this contract the following group members abide to the articles above. If any member fails to abide by the articles of this contract:

Signatures

Awesome Advertising
Calendar of Expectations

<p>1 Driving Question Introduction Pass out packets: -Introduction -Calendar -Rubrics</p>	<p>2 Entry Event - Discussion panel of local business owners</p>	<p>3Entry Event - View examples of successful advertising -“Know---Need to Know activity:”</p>	<p>4Establish teams -Choose business --“Write” Contracts</p>	<p>5 Revisit the Driving Question -What is advertising guided reading worksheet/discussion?</p>
<p>6 Target Markets -Determine the target market for chosen business -Determine the geographic area for advertising -Logo design</p>	<p>7 Print Media -Members will independently research examples of effective and ineffective print media ads and present them to their group for review.</p>	<p>8 Print Media -Print Media Basics worksheet/discussion -Communicate with your client to determine which type of print advertising they would like you to prepare</p>	<p>9 Print Media -Creating a Print Ad worksheet/discussion</p>	<p>10 Print Media -Create draft of your print advertising.</p>
<p>11 Print Media -Create final copy of print ad - Determine which newspapers, mailing list, or billboard location would best suit the needs of the client.</p>	<p>12 Broadcast Media -Broadcast Media Basics Worksheet/discussion -Bring in examples of successful radio ads</p>	<p>13 Broadcast Media - Write the copy for a radio ad.</p>	<p>14 Broadcast Media -Finalize radio copy -Tape radio ad</p>	<p>15 Quiz Advertising Terms/Concepts -Determine when and in which specific mediums to advertise.</p>
<p>16 Presentation -PPT Planning Guide / discussion on Presentation Basics—use rubric</p>	<p>17 Presentation -Assemble final advertising products -Begin Proposal PPT</p>	<p>18 Presentation -Continue with Proposal PPT -Rehearse presentation</p>	<p>19 Presentations -Present to clients</p>	<p>20 Debrief -Self-evaluation worksheet</p>

Advertising Quiz!

- _____1. The arrangement of copy and art on a page.
- _____2. Advertising message sent by broadcast media.
- _____3. A single advertising message paid for by an identified sponsor, often called an ad.
- _____4. The physical means of carrying an advertising media including newspapers, magazines, billboards, television, radio, specialty items and Internet ads.
- _____5. The visual part of an ad, such as photographs, illustrations, and color.
- _____6. Consists of useful or decorative items that carry advertising messages. Examples include mugs, notepads and calendars.
- _____7. To influence a customer positively toward a product or create demand for a product before the customer actually enters a selling situation.
- _____8. Consists of the words that grab the attention of the reader.
- _____9. Any form of advertising that is placed on the Internet.
- _____10. Identifies the sponsor of the ad. It is often the logo or logo plus slogan of the business.
- _____11. The visual, nonverbal aspect of words printed on a page.
- _____12. Development of a unique marketing mix for a market segment.
- _____13. The text that provides information and sells the product.

A. Advertisement

B. Presell

C. Media

D. Target market

E. Commercial

F. Specialty media

G. Online media

H. Graphics

I. Headline

J. Copy

K. Signature

L. Typography

M. Layout

Creating a Print Ad!

1. Headline:

- Offer a benefit
- Create curiosity
- Flatter the reader
- Cause laughter
- Create a sense of urgency
- Call to action

Clever headlines use ...

- Alliteration
- Paradox
- Play on words
- Pun
- Rhyme
- Combination

2. Copy that Compels:

- Create intrigue
- Appeal to the senses
- Sound newsworthy
- Use action words

3. Graphics that Grab:

- Typography

Name of Typeface	Tone Usually Created
Arial	
Comic Sans MS	
Engravers Old English	
Whimsy	
Times New Roman	
Other?	
Other?	

- Art

- Layout

4. Signature:

***Your teacher will show an example of a magazine ad containing all four of the parts listed above.

Chapter 38 Print Media

Creating a Print Ad

Print is the most common medium of advertising. In 2002, advertisers spent over \$124 billion on print advertising. Match each of the following types of print advertising to its definition.

_____1. Advertising sent through the US Postal Service to a specific potential customer. The same message is often sent to a group of potential customers. Includes catalogs, postcards, brochures, invitations and letters.

_____2. A daily or weekly publication printed on cheap paper and usually discarded after it is read. Advertising is a major part of this type of advertising's income. Consumers often rely on this for information on sales, new products and stores, and coupons.

_____3. Weekly, monthly, or quarterly publications usually printed on good paper. This type of advertising is often kept for a month or more and depends on income from advertising. Ads in these publications are better quality because of the higher quality paper and the use of color.

_____4. A listing of names, addresses, and phone numbers of individuals and/or businesses. The most well known are the White Pages and the Yellow Pages. Potential customers consult the White and Yellow Pages when they need to purchase goods and services. These types of publications often offer space for advertising and coupons.

_____5. This advertising includes a variety of print ads placed where an audience on the move can see them. They are the most common form of outdoor advertising and on highways, have the potential to reach hundreds of thousands of consumers every day. A form of this is a mobile version, where this type of advertising is attached to a vehicle. Other types of outdoor advertising include neon signs, hot air balloons, blimps, skywriting, and kiosks.

_____6. This type of advertising includes messages posted on public transportation and in stations. For example, inside a subway car, above the windows, is an area for holding posters. These posters contain ads from a variety of advertisers. Commuters see these ads every day. Buses act as mobile billboards, with advertising signs on the sides, back, and even inside of the bus. This type of advertising also includes train stations and airports.

a. Direct Mail

b. Directory

c. Magazines

d. Newspapers

e. Outdoor

f. Transit

Chapter 38 Guided Reading

What is Advertising?

An _____ is a single advertising message paid for by an identified sponsor, often called an _____.

Advertising is a form of _____ promotion. In other words, the same message is conveyed to all _____.

The main purpose of advertising is to _____ receivers to buy a product or accept an idea. Advertising usually provides _____ that customers need about a product; for example, _____, _____, _____, and _____.

The goal of advertising is to _____ a product; which means to _____ a customer _____ toward a product or create _____ for a product before the customer actually enters a _____.

Advertising creates awareness of _____ and _____. It gives the customer a reason to go to the store, phone, or Web site to _____ the product. The _____ market for advertising can be either _____ or _____.

Business-to-Business advertising targets another business in the _____ channel (supply chain).

Business-to-Consumer advertising targets the _____ market. Most of the advertising that you see and hear is Business-to-_____ advertising.

An organization can advertise either its _____ or the _____ itself. _____ advertising focuses on the products and their benefits. It is also called _____ advertising. Promotional advertising is designed to increase the _____ of products. Most of the advertising you see is _____ advertising.

_____ advertising is advertising that is intended to generate _____ toward the company and to create a _____ image. Institutional advertising is different from publicity because the message is _____ for by an identified sponsor.

Publicity is a _____ about an organization or its products that is carried in the _____. The organization does not _____ for the publicity and does not control its content.

Advertising is often _____ by the geographic area that the advertising reaches. The largest geographic area is _____ advertising. The next largest area is _____ advertising. _____ advertising is designed to reach potential customers in a specific region of the country. The smallest area is _____ advertising.

Broadcast Media Basics!

There are two types of broadcast media: _____ and _____.

An advertising message sent by broadcast media is often called a _____.

Broadcast media reach large numbers of people every _____. Research indicates that the average adult American watches over _____ hours of TV and listens to _____ of radio every year.

Radio:

Radio is a _____-only medium. There are two types of radio: _____ and _____. Recently, _____ radio and _____ radio have become available and offer advertising.

Television:

TV incorporates _____ and _____. Motion, music, and live action are available on _____. At first there were only three big network TV stations: _____, _____, and _____. Now there are several national networks, for example _____, _____, _____, _____.

Niche Marketing:

Describe what type of interest viewers who watch each of these TV channels has. Give an example of a product or service you might find advertised on each channel.

1. WE
2. ESPN
3. MTV
4. The CW
5. Univision
6. Nickelodeon
7. ABC Family
8. The Travel Channel

PowerPoint Presentation Planning Guide

Directions: Fill this form out in preparation for your presentation and turn it to your teacher the Friday before final presentations.

Members of our group:	
Title of our presentation:	
The most important idea we want our audience to get from our presentation is ...:	
Which group member will provide an overview/preview of our presentation during slide 1 or 2:	
An attention grabber we will use at the beginning of our presentation is:	
Which group member will provide a recap/review of our presentation during the last slide:	
We will have succeeded in our presentation if our audience ...:	
Who is responsible for bringing the final version of our presentation? Where is it stored? Who else has a copy of the final?	

Which group member will talk during slide number:

1		11	
2		12	
3		13	
4		4	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

Project Storyboard

Slide/screen/page 1	Slide/screen/page 6
Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 2	Slide/screen/page 7
Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 3	Slide/screen/page 8
Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 4	Slide/screen/page 9
Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 5	Slide/screen/page 10
Text/Quote/Chart	Text/Quote/Chart

Project Debrief

Spend a few minutes to analyze your performance on group and individual tasks.

Name:	
Project Name:	
What is the most important thing you learned during this project?	
What do you wish the class had spent more time on?	
What do you wish the class had spent less time on?	
Where there any assignments (or parts of assignments) you didn't understand? Provide details?	
Was there a part of the project you didn't enjoy? Why?	
Which part of the project should be dropped? Why?	
What could be added to make this a better project?	
Was there any part of the project that was graded unfairly or worth too few or too many points? Explain.	

Note: You will receive full points (work ethic) for completing this assignment in a thoughtful manner. Points will be given for both critical and positive comments ONLY when they are supported by details/specifics.

Collaboration	Emerging	Proficient	Advanced
Leadership	<ul style="list-style-type: none"> Student plays a passive role. Student generates few new ideas Student tends to only do what they are told to do by others. 	<ul style="list-style-type: none"> Student plays an active role in generating new ideas. Student takes initiative in getting tasks organized. Student delegates responsibilities when required. Student keeps group/class on task and on schedule. Student understands and articulates goals of class/group. Student accepts responsibilities for his or her actions and the actions of the group. 	<p>In addition to meeting the proficient standard:</p> <ul style="list-style-type: none"> Student thoughtfully organizes and divides the work between group members. Student monitors progress toward group goal. Student adapts easily to changes in the task or group.
Cooperation	<p>0 ----- 6 ----- 12</p> <ul style="list-style-type: none"> Student does not willingly follow directions. Student vocalizes intense opposition to group or classroom goals. Student does not comply with group, classroom and community rules. 	<p>14 ----- 15 ----- 16</p> <ul style="list-style-type: none"> Student follows directions from group leaders, group members and adults who take the lead or offer assistance. Student expresses the ability in words and deeds to adapt to the goals of the group, even when those goals may be different than their own. Student complies with group, classroom and community rules. 	<p>18 ----- 19 ----- 20</p> <p>In addition to meeting the proficient standard:</p> <ul style="list-style-type: none"> Student encourages cooperation through words and actions. Student creates or initiates procedures (or activities) that encourage cooperation. Student willingly switches roles in group or classroom as required by the situation.
Attitude & Demeanor	<p>0 ----- 6 ----- 12</p> <ul style="list-style-type: none"> Student does not display positive attitude in words, expression or body language Student does not provide positive feedback. Student does not dress, act or respond appropriately to the task at hand. 	<p>14 ----- 15 ----- 16</p> <ul style="list-style-type: none"> Student displays positive attitude toward individual and group tasks in words, expression and body language Student provides positive feedback to peers and adults Student dresses, acts and responds appropriately to the task at hand. 	<p>18 ----- 19 ----- 20</p> <p>In addition to meeting the proficient standard:</p> <ul style="list-style-type: none"> Student models appropriate speech, behavior, clothing,, etc. even at the risk of breaking peer norms. Student goes out of their way to encourage positive behavior and attitude.
Facilitation & Mediation	<p>0 ----- 6 ----- 12</p> <ul style="list-style-type: none"> Student is passive in the face of individual or group conflict. Student encourages discord. Student does not seek or encourage facilitation or mediation of conflict. 	<p>14 ----- 15 ----- 16</p> <ul style="list-style-type: none"> Student seeks to resolve conflicts between individuals or groups by listening to both sides. Student encourages peers and adults to listen to each other. Student never attempts to cause conflict by false reporting. Student only engages in private side conversations when attempting to reduce discord. Student is willing to accept facilitation or mediation in the event they are involved in a conflict. 	<p>18 ----- 19 ----- 20</p> <p>In addition to meeting the proficient standard:</p> <ul style="list-style-type: none"> Student serves as facilitator or mediator between groups or individuals. Student volunteers to find resources or schedule meetings between individuals or groups in conflict. Student, alone or in concert with other students or adults, initiates activities that further harmony between individuals or groups.
Empathy	<p>0 ----- 6 ----- 12</p> <ul style="list-style-type: none"> Student does not express empathy for the feelings of others. Student displays a lack of awareness or disregard for diversity. Student is locked into one view of issue(s). 	<p>14 ----- 15 ----- 16</p> <ul style="list-style-type: none"> Student expresses empathy for the feelings of others through words, body language or deeds. Student displays awareness of diversity and the needs of different ethnic/social/religious groups. Student demonstrates ability to look at issues from multiple points of view. 	<p>18 ----- 19 ----- 20</p> <p>In addition to meeting the proficient standard::</p> <ul style="list-style-type: none"> Student engages in action that makes the emotional comfort of others a primary concern. Student attempts to broaden group activities to be more inclusive.

Criteria	Weight	EMERGING	PROFICIENT	ADVANCED
<p>Work Ethic</p> <p>100 points</p>		<ul style="list-style-type: none"> • FREQUENTLY late to class • FREQUENTLY comes to class WITHOUT required materials • LESS THAN 70% of work turned in on time. • ABSENT two or more days per week. • RARELY works in class and distracts learning of other students. • SHOWS no or little initiative in helping other students achieve. • SHOWS little ability to work in team. • REGULARLY requests hall pass during class. • RARELY does any work outside of class. 	<ul style="list-style-type: none"> • SOMETIMES LATE to class • USUALLY comes to class with the required materials. • TURNS in 80% of their work on time. • USUALLY attends class. • FOCUSED on work during class roughly 80% of the time. • REGULARLY assists other students. • ABLE to work in team when necessary. • OCCASIONALLY requests hall pass. • WILLING to do work outside of class. 	<ul style="list-style-type: none"> • NEVER late to class. • ALWAYS comes to class with the required materials. • TURNS in ALL work on time • ALWAYS attends class, except when sick. • FOCUSED throughout class at least 90% of the time. • ALWAYS assists other students. • WORKS WELL in team. • RARELY requests hall pass during class. • ALWAYS willing to do work outside of class to meet goals.
		0-----50-----69	70-----80-----89	90-----95-----100

**Adapted from New Technology High School & New Technology Foundation*

Presentation	EMERGING	PROFICIENT	ADVANCED
Physical Attributes	<ul style="list-style-type: none"> • Student(s) do not dress appropriately. • Student(s) do not maintain proper body language. • Student(s) eat or drink during presentation • Student(s) fidget, hiding behind objects, and play with objects, etc. • Student(s) do not face audience. <p>0.....5.....10</p> <ul style="list-style-type: none"> • Student(s) use oral fillers (uh, ok, etc.) • Student(s) pronounces words incorrectly. • Student(s) do not speak loudly and clearly. • Student(s) uses tone and pace that obscures communication. • Text contains errors. • Student(s) reads from notes. 	<ul style="list-style-type: none"> • Student(s) dress appropriately for the presentation. • Student(s) maintain proper body language. • Student(s) do not eat or drink during presentation • Student(s) refrain from fidgeting, hiding behind objects, playing with objects, etc. • Student(s) face audience. <p>11.....13.....15</p> <ul style="list-style-type: none"> • Student(s) use minimum of oral fillers (uh, ok, etc.) • Student(s) pronounce words correctly and in Standard English. • Student(s) speak loudly and clearly. • Student(s) speak at a pace and in a tone that allows clear communication to the audience. • Text displayed during the presentation is free of spelling, usage or mechanical errors. • Student(s) possess notes but do not read from them. 	<ul style="list-style-type: none"> • In addition to the proficient standard: • Student(s) dress to enhance the purpose of the presentation. • Student(s) use body language to enhance the purpose of the presentation. • Student(s) use physical space and movements to enhance the purpose of the presentation. <p>16.....18.....20</p> <ul style="list-style-type: none"> • In addition to the proficient standard: • Student(s) modify pronunciation of words to enhance presentation. • Student(s) modulate volume and tone to enhance presentation. • Student(s) modulate pace and tone to enhance presentation. • Student(s) use slang, jargon or technical language to enhance presentation. • Student(s) speak from memory and make only passing reference to notes or cards.
Oral & Verbal Skills	<ul style="list-style-type: none"> • Student(s) do not begin and end on time. • Student(s) do not provide preview/review. • Student(s) do not provide clear and definable opening and closing. • Student(s) do not have all required materials ready. • Student(s) have not practiced presentation. • Student(s) do not demonstrate flexibility. <p>0.....5.....10</p>	<ul style="list-style-type: none"> • Student(s) begin and end on time. • Student(s) provide preview and review of main ideas. • Student(s) provide clear and definable opening and closing. • Student(s) have all required materials ready for use. • Student(s) have practiced order of presentation. • Student(s) demonstrate flexibility in the face of technical or contextual problems. <p>11.....13.....15</p>	<ul style="list-style-type: none"> • In addition to the proficient standard: • Student(s) provide written notes, brochures, overviews, etc. • Student(s) create an opening that is engaging (provides a hook for audience) and a closing that re-enforces key understandings. • Student(s) demonstrate planning for technical and contextual problems. <p>16.....18.....20</p>
Organization & Structure	<ul style="list-style-type: none"> • Technical features of display boards, PowerPoint, websites, audio, video, etc., distract audience from the content and purpose of presentation. • Technical features do not demonstrate care in creation, including editing, proofreading, finishing. <p>0.....5.....10</p>	<ul style="list-style-type: none"> • Technical features of display boards, PowerPoint, websites, audio, video, etc. do not distract audience from the content and purpose of the presentation. • Technical features demonstrate care in creation, including editing, proofreading, finishing. <p>11.....13.....15</p>	<ul style="list-style-type: none"> • In addition to the proficient standard: • Technical features of display boards, PowerPoint, websites, audio, video, etc. enhance the purpose of the presentation. • Technical features demonstrate creativity, thorough research and careful planning. <p>16.....18.....20</p>
Technical Attributes	<ul style="list-style-type: none"> • Student(s) do not provide appropriate oral responses to audience questions, concerns, comments. • Student(s) do not adapt their presentation based on questions, concerns or comments from audience. <p>0.....5.....10</p>	<ul style="list-style-type: none"> • Student(s) provide appropriate oral responses to audience questions, concerns, comments. • Student(s) make minor modifications to their presentation based on questions, concerns or comments from audience. <p>11.....13.....15</p>	<ul style="list-style-type: none"> • In addition to the proficient standard: • Student(s) incorporate audience questions, comments and concerns into their presentation. • Student(s) display willingness and ability to move away from their script/plan and modify presentation based on audience response. <p>16.....18.....20</p>
Response to Audience			