

Promotion

Mod.4.3

TIME

300 (5 x 60) minutes

OVERVIEW

Students review a variety of advertising strategies used to promote products and services. They rotate through learning centres to create a promotional poster, a commercial, a pamphlet, a jingle, and a multimedia presentation or website to promote their invention.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.1 *Develop Understanding* — Reflect on prior knowledge and experiences to arrive at new understanding.
- 1.2.2 *Explain Opinions* — Explain personal viewpoints in clear and meaningful ways and revise previous understanding.
- 1.2.3 *Combine Ideas* — Search for ways to reorganize ideas and information to extend understanding.
- 1.2.4 *Extend Understanding* — Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.
- 2.3.1 *Forms and Genres* — Recognize key characteristics of various forms and genres of oral, literary, and media texts [such as novels, biographies, autobiographies, myths, poetry, drawings and prints...].
- 2.3.3 *Vocabulary* — Experiment with ambiguity in language [such as puns, jokes based on multiple meanings, poetry...] in a variety of contexts.
- 2.3.4 *Experiment with Language* — Alter words, forms, and sentence patterns to create new versions of texts for a variety of purposes [such as humour...]; explain ways in which figures of speech [such as similes, metaphors...] clarify and enhance meaning.
- 2.3.5 *Create Original Texts* — Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, Readers Theatre...] to communicate and demonstrate understanding of forms and techniques.
- 4.2.4 *Enhance Artistry* — Choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis.
- 4.2.5 *Enhance Presentation* — Prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers.
- 4.4.2 *Effective Oral Communication* — Use appropriate volume, phrasing, intonation, non-verbal cues [such as body language, facial expression...], and presentation space to enhance communication.
- 5.2.1 *Cooperate with Others* — Assist group members to maintain focus and complete tasks; identify and solve group process issues.
- 5.2.2 *Work in Groups* — Select and assume roles to assist in the achievement of group goals; engage in ongoing feedback.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- graphics creation
- electronic publishing
- sound recording
- video production
- web page authoring
- word processing

SUGGESTED LEARNING RESOURCES**Software**

- word processing
- desktop publishing
- multimedia presentation
- web page authoring

Internet

- miscellaneous websites (businesses, companies, corporations, services)

Print

- Appendix C: Index of Teaching and Learning Strategies and Tools

BLMs

- BLM Mod.2.4#1: Peer Assessment of an Advertisement
- BLM Mod.2.4#2: Advertisement Planning

TBLM

- TBLM Mod.2.6#1: Steps for Developing a Survey

Materials

- flyers, pamphlets, magazines, and other promotional materials
- manila paper, bristol board, or chart paper

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- All resources, notes, and brainstorming charts created so far in the *Inventions, Innovations, and Discoveries* interdisciplinary unit could be useful to students in this LE.
- Adapt BLM Mod.2.4#1: Peer Assessment of an Advertisement and BLM 2.4#2: Advertisement Planning to suit the needs of this LE.

Activating Strategies

- Review advertising strategies discussed in Mod.2.4: Chindogu: Useless Inventions.
- Review survey design, as discussed in Mod.2.6: Customer Service Department (see TBLM Mod.2.6#1: Steps for Developing a Survey).

- Look at advertisements in magazines for teenagers and magazines for adults. If possible, find advertisements for the same products (e.g., computers, electronic devices, clothing, sports equipment). Discuss how advertisements for the same product differ in the teen and adult magazines. Students should be able to see that advertisements directed at them use actors their own age in pictures, use vocabulary they use, feature events of interest to them, and so on.
- Students brainstorm about advertisements they see on television when they watch a channel targeted for a specific audience. How do the advertisers target an audience for their age group?

Acquiring Strategies

- In pairs, students design a survey to determine what makes young people purchase a product. Using teen products, such as lipstick, running shoes, chewing gum, or other products of their choice, students conduct their survey with students from another classroom to determine which factors influence the teen buyer most (e.g., cost, packaging, name brand, flavour).
- A pair of students sets up a spreadsheet to record the survey information. Pairs take turns entering their survey data into the spreadsheet. Students graph results to show which factors are the most important for teen buyers when purchasing a product. They print and post the graph.
- Students scan the Internet and/or examine flyers, pamphlets, and other promotional materials to determine which information they need to include on the promotional materials they will create (e.g., cost, availability, warranties, target audience). A pair of students makes a checklist on chart paper. Pairs take turns adding information to the checklist. Post the completed list in the classroom.
- Students fill out the adapted BLM Mod.2.4#2: Advertisement Planning.

Applying Strategies

- Using their survey results, students design a promotional campaign aimed at best reaching the potential consumers of their invention.
- Students rotate through the following learning centres in groups.

Centre 1: Promotional Poster

- Each student creates a promotional poster using a large sheet of manila paper, bristol board, or chart paper. Students incorporate the logo they designed, their catchphrase, and a representative illustration of their invention being used by a satisfied customer.
- The poster will be used later as a backdrop at the Invention Convention.

Centre 2: Promotional Television Commercial

- Students help one another videotape a 30-second commercial about their invention. The inventor acts as the spokesperson for his or her product.

Centre 3: Promotional Pamphlet

- Students review the checklist they created earlier for the kind of information they need to include in promotional materials.
- Students create a three-fold promotional pamphlet similar to the poster, incorporating the information from the checklist. They may use word-processing or desktop-publishing software.

Centre 4: Promotional Jingle

- Students create a promotional jingle to promote their invention, using the catchphrase they have previously created. They can use a familiar tune, or they can create original music for their jingle.

Centre 5: Promotional Multimedia Presentation or Website

- Students create a multimedia presentation, containing five screens, designed to promote their invention and to give purchasing information. This presentation can be played during the Invention Convention.
- OR
- Students create a website to promote their invention and to give purchasing information. The website can be accessed during the Invention Convention.

SUGGESTIONS FOR ASSESSMENT

- Review students' completed copies of BLM Mod.2.4#2: Advertisement Planning to assess their planning process. Confer with them and make suggestions to improve their planned promotional package.
- Review the student-generated checklist for promoting/advertising a product and note how well each student planned and executed his or her promotional package. Consider whether students have followed suggestions for improvements.