MARKETING SALES & SERVICE

GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

PATHWAY: COMMUNICATIONS AND PROMOTION

COURSE: E-MARKETING

UNIT 7: DESIGNING AN ADVERTISING CAMPAIGN FOR A WEBSITE LAUNCH

✅ INTRODUCTION

Annotation:

In this unit students will create an advertising campaign for the launch of an original webpage. Students will consider various forms of advertisements as well as the brand of the product and service they will offer.

Grade(s):

	9th
X	10th
X	11th
X	12th

Time:

4 – 50 minute periods

Author:

Jason Stamper, Tri-Cities High School

Additional Author(s):

Revised by: Memory Reed, Harris Co. High School, reed-m@harris.k12.ga.us

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the

provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards:

EM_7. Students will plan an ad campaign for a website launch.
   a. Define the purpose of the website.
   b. Recognize the value of branding.
   c. Decide the best use of media for promoting a new website launch (TV/radio/print/direct).
   d. Define and evaluate sticky content and dynamic content and the value these provide to E-marketers.
   e. Discuss the use of online contests to promote a website.
   f. Evaluate the use of banner ads.

GPS Academic Standards:

ELABLRL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELAWLRC4. The student establishes a context for information acquired by reading across subject areas.

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

National / Local Standards / Industry / ISTE:

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the importance of advertising as it pertains to website launches

Essential Questions:

- Why is it important to understand the general purpose of a website?
- Why is it important to understand the purpose of an E-commerce website?
- Why is it important to understand branding?
- Why is it important to understand the value of branding?

- When launching a new website, why is it important to carefully select the media for your advertisement?
- Why are there so many "free" websites and "free" games and downloads? Are they really free? Why or why not?
- Why is it important to understand the purpose of a banner ad?

Knowledge from this Unit:

- Students will understand the purposes of websites.
- Students will understand the values of branding.
- Students will understand how to evaluate media for promoting website launches.
- Students will understand the sticky and dynamic content.
- Students will understand the effective use of online contests and "free" content.
- Students will understand the purpose and quality of banner ads.

Skills from this Unit:

- Students will create an advertising campaign to launch a website.
- Students will evaluate website promotions.

ASSESSMENT(S)

Assessment Method Type:

	Pre-test
	Objective assessment - multiple-choice, true- false, etc.
	__ Quizzes/Tests
	__ Unit test
X	Group project
	Individual project
	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
	__ Self-check rubrics
	__ Self-check during writing/planning process
	__ Journal reflections on concepts, personal experiences and impact on one's life
	__ Reflect on evaluations of work from teachers, business partners, and competition judges
	__ Academic prompts
	__ Practice quizzes/tests
	Subjective assessment/Informal observations
	__ Essay tests
	__ Observe students working with partners
	__ Observe students role playing
	Peer-assessment
	__ Peer editing & commentary of products/projects/presentations using rubrics
	__ Peer editing and/or critiquing
	Dialogue and Discussion
	__ Student/teacher conferences
	__ Partner and small group discussions
	__ Whole group discussions
	__ Interaction with/feedback from community members/speakers and business partners
	Constructed Responses
	__ Chart good reading/writing/listening/speaking habits
	__ Application of skills to real-life situations/scenarios
	Post-test

Assessment(s) Title:

3-2-1 Take Off Project

Assessment(s) Description/Directions:

Students will create an advertising campaign for the launch of a new website. Rubric is located within document.

Attachments for Assessment(s):

Take Off Lesson Plan
Take Off Instructions

LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

2. Review Essential Questions.

3. Identify and review the unit vocabulary.

4. Teacher should introduce the lesson by defining branding and talk about the power of branding in the marketplace. Refer to the following website for an in-depth look at branding and its power in the marketplace. http://www.icbs.com/brand.htm

5. Teacher should then define and discuss sticky content, web banners and other forms of advertisements and ploys that attract people to websites. http://en.wikipedia.org/wiki/Sticky_content is a very helpful resource.

6. Teacher should then discuss the parts of the advertising campaign and the difference between an advertising campaign and a web based product or service versus a traditional product or service.

7. After the teacher has introduced the lesson and provided the students with the above background and foundational information, he/she should introduce the attached project and follow the directions included. An assessment tool is included as well.

8. After completing the project, hand out "Good Design Checklist" information on good website design. Also have students go to some of the websites below on website design and banner evaluation and read to find out what constitutes a good website and what does not.

9. Hand out "Web Site Evaluation Activity" or "E-Commerce Website Evaluation Rubric" (this is a 2007 file, if you don't have 2007 you can download a converter from the Microsoft website to convert files from 2007 to your existing version). Have students use this rubric to evaluate websites and banners. (You can either allow them to choose the websites and banners, or you can choose for them.)

10. Go over "Take Off Lesson Plan" with students. Hand out "Take Off Instructions" to students. Students are to complete the project.

Attachments for Learning Experiences:

Good Design
Website Evaluation Activity **or** E-Commerce Website Evaluation Rubric
Take Off Lesson Plan
Take Off Instructions

Notes & Reflections:

Preview the web resources prior to instruction to familiarize yourself with the content and information needed to teach the students about branding and sticky & dynamic content. Also preview the website design and banner evaluation websites. Choose the website/banner evaluation sheet you want to use (one is more in-depth than the other). If you are teaching an entire course on E-marketing, I'd suggest you invest in purchasing some good books on E-marketing and Website Design for E-commerce and familiarize yourself with these so you are familiar with this area of marketing. You should also keep up-to-date on what is going on in the industry via websites, news sites and technology magazines.

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Website Evaluation Activity

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Have students use the "Web Site Evaluation Activity" or "E-Commerce Website Evaluation Rubric" to evaluate websites and banners.
- This is a 2007 file. If you don't have 2007 you can download a converter from the Microsoft website to convert files from 2007 to your existing version.
- You can either allow them to choose the websites and banners, or you can choose for them.

Attachments for Culminating Performance Task:

Web Site Evaluation Activity or E-Commerce Website Evaluation Rubric

UNIT RESOURCES

Web Resources:

Branding:
https://www.icbs.com/brand.htm
Sticky & Dynamic Content:
http://en.wikipedia.org/wiki/Sticky_content
http://www.stickycontent.co.uk/
http://www.findsticky.com/
http://www.freesticky.com/stickyweb/
Website Design:
http://www.scribd.com/doc/3282246/Website-Design-from-Emarketing-Excellence-Book
Banner Evaluation:
http://captology.stanford.edu/resources/papers/misc/banner.html
http://www.mindworkshop.com/alchemy/banners.html

Attachment(s):

- Good Design Checklist
- Website Evaluation Activity or E-Commerce Website Evaluation Rubric
- Take Off Lesson Plan
- Take Off Instruction

Materials & Equipment:

- Computers with Internet capability and a program that students can use to create desktop publishing documents.

What 21st Century Technology was used in this unit:

	Slide Show Software		Graphing Software		Audio File(s)
	Interactive Whiteboard		Calculator	X	Graphic Organizer
	Student Response System	X	Desktop Publishing		Image File(s)
	Web Design Software		Blog		Video
	Animation Software	X	Wiki		Electronic Game or Puzzle Maker
	Email	X	Website		