



## CTAE PROGRAM AREA

**PATHWAY:** MARKETING COMMUNICATIONS & PROMOTION

**COURSE:** PROFESSIONAL SALES & PROMOTION

**UNIT 5 and 6:** ADVERTISING CAMPAIGNS and MEDIA COSTS



## INTRODUCTION

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### Annotation:

This is a multi-faceted unit that includes 5 lessons that take the student from the basics of advertising, through all of the elements of advertising using PowerPoint presentations and activities. Then the students learn about research and design a market research survey for an advertising campaign that they then carry out. The campaign is such that the students could possibly carry out the campaign for a real hands-on project if the teacher so desires.

### Grade(s):

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

### Time:

10 - 50 minute periods

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# FOCUS STANDARDS

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## GPS Focus Standards:

### **MKT-PSP-5. Students will discuss the steps in planning for advertising campaigns.**

- a. Determine the advertising reach of the media.
- b. Select the advertising media for a product or service.
- c. Choose appropriate media vehicles.
- d. Schedule ads and commercials.
- e. Select the placement of advertisements.
- f. Buy ad space/time.
- g. Coordinate the efforts of multifunctional teams (i.e., coordinate work efforts of creatives [designers, writers, artists], account services, traffic, etc.).
- h. Conduct promotional planning meetings.
- i. Write pitch letters to clients.
- j. Pitch a promotional idea to a client.
- k. Develop market research activities to identify target markets.
- l. Evaluate research results to select promotional objectives and develop the promotional budget.
- m. Choose the promotional mix for a media campaign.
- n. Evaluate the results achieved from the campaign.

### **MKT-PSP-6. Students will calculate media costs that affect the elements of the promotional mix.**

- a. Identify the factors that affect the costs of all media.
- b. Differentiate between the advantages and disadvantages of each type of media based upon costs and effectiveness of message.
- c. Examine the importance of co-op advertising to a business.
- d. Examine the factors affecting media choice.

## GPS Academic Standards:

*ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*ELA12LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning skills, and combine rhetorical strategies of narration*

*ELA12W2. The student demonstrates competence in a variety of genres.*

*ELA12W3. The student uses research and technology to support writing., exposition, persuasion, and description.*

*MC4P1. Students will solve problems using appropriate technology.*

*MC4P2. Students will reason and evaluate mathematical arguments*

*MC4P3. Students will communicate mathematically*

*MC4P4. Students will make connections among mathematical ideas and other disciplines.*

*MC3D1. Using sample data, students will make informal inferences about population means and standards deviations.*

*MC3P5. Students will represent mathematics in multiple ways*

*MC4N1. Students will represent and operate with complex numbers.*

*SSEF2. The student will give examples of how rational decision-making entails comparing the marginal benefits and the marginal costs of an action*

## **National / Local Standards / Industry / ISTE:**



# UNDERSTANDINGS & GOALS

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## **Enduring Understandings:**

- Students will understand the importance of using different methods of advertising.
- Students will understand the importance of the reach and general cost of each type of advertising.
- Students will understand the importance of media.
- Students will understand the reasons why certain businesses advertise to certain consumers.

## **Essential Questions:**

- Why do businesses advertise?
- Why is it important to *not* always use the cheapest form of advertising?
- Why would a business choose to use direct mail as a form of advertisement if they only have a response rate of less than 1%?
- If television advertising is so superior to other forms of advertising the majority of the time, why don't more businesses choose this form?
- Since advertising is the main way of informing customers about a product, why do many companies cut their advertising when times get tough?

## **Knowledge from this Unit:**

- Students will understand the purpose of advertising and the different methods.
- Students will learn the advantages and disadvantages of each method of advertising.
- Students will learn what constitutes an advertising campaign and a promotional mix.
- Students will learn how to select advertising media.
- Students will learn how to buy advertising space or time.
- Students will learn how to conduct planning meetings.
- Students will learn how to develop, conduct, and evaluate market research.

## **Skills from this Unit:**

- Students will develop and carry out an advertising campaign.
- Students will write or develop various forms of advertisements.



## ASSESSMENT(S)

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### Assessment Method Type:

<input type="checkbox"/>	Individual project
<input type="checkbox"/>	Subjective assessment - Includes short answer and essay tests.
<input checked="" type="checkbox"/>	Post-test
<input checked="" type="checkbox"/>	Group projects
<input type="checkbox"/>	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
<input type="checkbox"/>	Objective assessment - multiple-choice, true- false, etc.
<input type="checkbox"/>	Pre-test
<input checked="" type="checkbox"/>	Peer-assessment - assessment of peer proficiency using specific criteria

### Assessment(s) Title:

Assessing Print Advertisements (Lesson 2)  
Designing a Print Advertisement (Lesson 2)  
Designing a Questionnaire (Lesson 3)  
Outlining the Competition (Lesson 3)

### Assessment(s) Description/Directions:

Descriptions & directions are included in the files for each lesson.

### Attachments for Assessment(s):



## LEARNING EXPERIENCES

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### Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Read "Advertising Unit Overview". Handout "Advertising Campaigns Vocabulary". Present Lesson 1 - Advertising Methods. Lesson includes three PowerPoint presentations and four handouts. The four handouts are located within the lesson. This lesson will take 3 – 50 minute periods.
4. After completing Lesson 1, move on to Lesson 2 – Writing Advertisements. This lesson has one PowerPoint, four handouts plus two ads for each group. There are 2 small group projects. The four

handouts are located within the lesson. Instructor will need to gather the ads from newspapers and magazines. This lesson will take approximately 3-4 – 50 minute periods.

5. You may want to go ahead and introduce this lesson 3 briefly the last day that groups are working on lesson 2 so they can design their questionnaires and start working on gathering research. Lesson 3 is Marketing Research where the students will develop a marketing research questionnaire for the upcoming lesson 4 (so preview lesson 4). Lesson 3 has three handouts and a group project of designing a questionnaire and carrying out the market research and then evaluating the research and making a decision based on the research. The three handouts are located within the lesson.

6. After completing Lesson 3, students are ready to put their skills to work. They will design an advertising campaign in Lesson 4 – Promoting A Product. This lesson has them designing an advertising campaign for a Christmas product “Letters from Santa”, if you want to substitute a different product you can use the same lesson, just substitute a different product and examples. The class works as a whole on the project, each group handles a different portion of the advertising campaign, bringing the entire class together to present their portion of the advertising campaign. It would be a good idea to appoint a project manager to coordinate the campaign and to have team meetings to make sure the campaign will work together when it is complete. Have each group actually research the cost of buying advertising space or time to carry out their portion of the campaign in the local market and decide what space or time slot they would choose for their advertising campaign. This lesson has nine handouts and requires the availability of several supplies & computers. All handouts can be found within the lesson. This lesson should take approximately 3-4 – 50 minute periods. After completing this part, I would suggest that you have the groups evaluate each member of their group and also how well the class worked together as a whole. There is a team member evaluation file available for this purpose. However, I have found telling the students that they have \$100 total to split among the members of the group, depending on their contribution, really works. Some still will split evenly, but most will give an honest division because it is money rather than a grade, it makes it more real. It would be good to even make play money to actually pay them with. Handout “Team Member Evaluation” to students to fill out.

8. After completing all sections of this unit, give the unit test provided. The unit test covers the PowerPoints and information that was learned throughout the lessons in this unit, if you skipped any of the lessons or PowerPoints, then you need to alter the test accordingly.



## CULMINATING PERFORMANCE TASK(S)

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### **Culminating Unit Performance Task(s):**

Letters from Santa Group Project

### **Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

Students will work in groups to develop an advertising campaign for a fictional business “Letters from Santa”. The task is varied enough that students of all abilities should be able to work productively on one of the teams.

### **Attachments for Culminating Performance Task:**

Lesson 4 – Promoting A Product



## UNIT RESOURCES

### Web Resources:

[www.census.gov](http://www.census.gov)

### Attachments, Materials & Equipment:

- Advertising Unit Overview
- Advertising Campaigns Vocabulary
- Lesson 1 – Advertising Methods
  - Advertising Presentation – long version
  - Deciding How to Advertise the Business
  - Advertising Methods and Media
- Lesson 2 – Writing Advertisements
  - Examples of advertisements from newspapers and magazines (4-5 per group)
  - Parts of a Print Advertisement
- Lesson 3 – Market Research
  - Two Sample Products: A Current Favorite Product, Letters from Santa
- Lesson 4 – Promoting A Product
  - Color markers (small & large)
  - Scissors
  - Glue Sticks/Glue
  - Music recording ability (CD/Cassette)
  - Appropriate Christmas music
  - Blank CD's or cassettes
  - Flip Chart paper
  - Access to computers and copier
  - Team Member Evaluation

### What 21st Century Technology was used in this Unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input checked="" type="checkbox"/>	Graphing Software	<input checked="" type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input checked="" type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		

### Notes & Reflections:

If you want to include publicity in your advertising campaign for “letters from Santa”, then add Unit 8 on the end of this unit, it covers Publicity and you can then have the students develop press releases and press kits for their Letters from Santa business.

**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.