



MARKETING SALES AND SERVICE

PATHWAY: Marketing Communications and Promotion
COURSE: Professional Sales and Promotion
UNIT 7: Developing a Promotional Plan –Advertising Section



INTRODUCTION

Annotation:

The students will use their knowledge of advertising and promotion to develop and advertising campaign for a non-profit organization.

Grade(s):

	9 th
x	10 th
x	11 th
x	12 th

Time: 3-5 50 minute class periods

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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:

MKT-PSP-7. Students will demonstrate advertising techniques used in a promotion plan.

- a. Develop advertising headlines.
- b. Select illustrations for advertisements.
- c. Write promotional messages that appeal to targeted markets.
- d. Select the type-style for advertisements.
- e. Create advertising layouts.
- f. Create storyboards for broadcast advertisements.
- g. Check advertising proofs.
- h. Explain the use of direct advertising strategies.
- i. Explain considerations in using databases in advertising.
- j. Maintain a database of competitor information.
- k. Write direct-mail letters.
- l. Develop collateral pieces for direct-mail advertising.
- m. Explain the use of online advertisements in the promotion/advertising industry.
- n. Describe the use of e-mail marketing in the promotion/advertising industry.
- o. Write content for use on the Internet.
- p. Explain the capabilities of tools used in website creation.
- q. Develop website design/components.

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, exposition, persuasion, and description.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand all of the elements that go into an advertising campaign.
- Students will understand the importance of non-profit organizations.

Essential Questions:

- What is a non-profit organization?
- Why would a non-profit organization need to advertise?
- What is involved in an advertising campaign?

Knowledge from this Unit:

- Define headlines
- Define layouts
- Know how companies use direct mail.
- Know how companies advertise via the internet.
- Know how to develop an advertising campaign.
- Know what a non-profit organization is and how it works.

Skills from this Unit:

- Developing advertisements.
- Developing storyboards.
- Writing content for advertising.
- Logo Design.



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ 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:

Advertising Project

Assessment(s) Description/Directions:

Develop an advertising campaign for a non-profit organization.



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
MKT-PSP-7. Students will demonstrate advertising techniques used in a promotion plan.
 - a. Develop advertising headlines.
 - b. Select illustrations for advertisements.
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 - e. Create advertising layouts.
 - f. Create storyboards for broadcast advertisements.
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 - i. Explain considerations in using databases in advertising.
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 - l. Develop collateral pieces for direct-mail advertising.
 - m. Explain the use of online advertisements in the promotion/advertising industry.
 - n. Describe the use of e-mail marketing in the promotion/advertising industry.
 - o. Write content for use on the Internet.
 - p. Explain the capabilities of tools used in website creation.
 - q. Develop website design/components.
2. Review Essential Questions.
 - What is a non-profit organization?
 - Why would a non-profit organization need to advertise?
 - What is involved in an advertising campaign?
3. Identify and review the unit vocabulary.
4. Break students into pairs (use numbered pairs, pull names from a hat, etc. to determine pairs). Then hand out "Advertising Project" from this unit. Have students find a non-profit organization to research and for which to develop an advertising campaign. Have each group give you its organization, making sure you don't have any two groups with the same organizations.
5. You may have the whole project done and turned in as a manual, as stated in the project. You may also choose to have the students actually present their campaign and video tape their television ad with movie maker or some other video editing program. They may also make the radio ad for more realistic and interesting work.

6. You can determine how long to allow for this project, depending on how much time you have available and how detailed you want the students to make it. It should take at least 3-4 days to do a decent project.

Notes & Reflections:



CULMINATING PERFORMANCE TASK(S)

Culminating Unit Performance Task(s):

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:



UNIT RESOURCES

Web Resources:

Attachments, Materials & Equipment:

Computers, art supplies, internet access

What 21st Century Technology was used in this Unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input checked="" type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" 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 checked="" type="checkbox"/>	Website		