

Sustainable Community Lesson Plan

Created by the BCTF Committee for Action on Social Justice
Antipoverty Action Group

Mock Advertisement

Recommended for Grade 9 and up

Objectives

- students will develop an understanding of *market niche*
 - recognition of a market need and identification of target market
- students will gain an awareness of available advertising tools (poster/video-making programs, social media, etc.) and develop the skills to use them
- students will understand the importance of looking at advertising critically

Curriculum connections

- Communication
 - connect and engage with others
- Creative Thinking
 - novelty and value
 - generating ideas
 - developing ideas
- Critical Thinking
 - develop and design
- ADST 8
 - forms of advertising and marketing that can influence a potential customer or buyer
 - differences between consumer wants and needs
- ADST 9
 - marketing strategies using the 4 Ps: product, price, promotion, and placement
 - market segmentation by demographic, geographic, psychographic, and purchasing pattern
 - role of online technologies in expanding access to goods and services
- Physical and Health Education 8
 - marketing and advertising tactics aimed at children and youth, including those involving food and supplements.

Lesson Plan (60 & 30 min.)

Introduction (5 min.)

- teacher holds up items that are synonymous with branding and asks the class what they are
 - Examples include:
 - facial tissue might be referred to as Kleenex (brand name)
 - a tablet might be referred to as an iPad (brand name)
 - adhesive bandage referred to as Band-Aid (brand name)
 - lip balm (stick) referred to as Chapstick (brand name)
 - flying disc referred to as Frisbee (brand name)
 - sticky note referred to as Post-It (brand name)
 - clear adhesive tape referred to as Scotch tape (brand name)
 - also Zipper, Velcro, Yoyo, Super glue, Rollerblade, Photoshop...
 - alternately, teacher can mention the product (facial tissue, tablet, etc.) and ask the class what word(s) they associate with it (likely answers will be brand names).

Discussion (25 min.)

- discuss branding, and how marketing affects the sale/popularity of products
 - discuss how sustained advertising can lead to branding
 - consumers often relate a product with its brand name
 - consumers might feel a certain brand of product is superior based on familiarity (branding)
- discuss the role of marketing
 - to develop a relationship between customers and organizations/businesses.
- briefly discuss the components of marketing
 - market research
 - media planning
 - pricing
 - distribution
 - customer support
 - public relations
 - advertising
- discuss advertising (in depth) and its effect on consumers
 - brainstorm positive effects of advertising
 - awareness, choice, information, increased sales, etc.
 - brainstorm negative effects of advertising
 - over-representation (bigger brands can afford more advertising and in turn get more recognition), misrepresentation and false images, unrelated imagery, unnecessary spending, etc.
- discuss ethics in advertising
 - truth in advertising

- accuracy
- necessity.

Assignment (30 min. plus on their own time – likely one week to complete)

- brainstorm different avenues of advertising
 - Newspapers, magazines, radio, television, flyers, posters, billboards, websites, web banners, jingle, product placement, social media
- generate points to consider in advertising
 - Product, target audience/market, costs, effectiveness/capacity
- students will work in pairs or groups to create an imaginary product as well as **two** advertisements for their product
 - Let students know that one of their advertisements will be marked on creativity and effectiveness, and the other advertisement will be marked on ethics
 - Students can choose whichever form of advertisement they want (from list brainstormed earlier)
- students can research for online tools to help them create their advertisements
 - Examples include:
 - iMovie, Animoto, YouTube Video Editor, Video Toolbox, etc.
 - <https://www.postermywall.com/>

Debrief (30 min.)

- students share their advertisements with the class
 - class rates each advertisement
- students reflect on the difference between their two advertisements (creative/effective vs. ethical) and how they feel about each
 - which one are they more proud of?
 - which one would they respond to more?