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| **TEXAS CTE LESSON PLAN** [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Marketing |
| **Course Name** | Advertising |
| **Lesson/Unit Title** | Advertising Execution and Evaluation |
| **TEKS Student Expectations** | **§130.382. (c) Knowledge and Skills**  (2) The student knows the importance of marketing as well as the functions of marketing.  (B) The student is expected to explain how each component of the marketing mix contributes to successful advertising.  (8) The student evaluates and uses information resources to research careers in advertising and sales.  (B) The student is expected to identify businesses related to advertising and sales. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will be able to:   1. Students will list common creative advertising formats. 2. Students will explain what happens during the production phase of the advertising process. 3. Students will differentiate between quantitative and qualitative research. 4. Students will name the four types of advertising regulation. |
| **Rationale** | The goal is to make students understand the importance of marketing and its function in driving business through advertising and sales. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Quantitative research-collecting data that can be classified into meaningful numerical values * Qualitative research-presents customers with open-ended questions rather than specific choices (focus groups) * Cease-and-desist order-legal order to discontinue the deceptive advertising * Corrective ads=advertisements that correct any false impressions left by the deceptive ads fine-monetary penalty for dishonest advertising |
| **Materials/Specialized Equipment Needed** | * Independent Practice Assignment #1- Developing and Conducting a Survey * Developing and Conducting a Survey Rubric * Independent Practice Assignment #2 – Multimedia Project: Radio Commercial * Multimedia Project: Radio Commercial Rubric * Extension Activity #1 – Songs for Advertising Decades * Extension Activity #1 – Oral Presentation Rubric –Songs for Advertising Decades * Internet * Scissors and glue * Poster Board * Current newspapers and magazines * Construction paper |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | 1. Ask students to write an example of a fair advertisement that resulted in them making a purchase. Then ask students to write an example of a deceptive advertisement. They must explain what made the advertisement deceptive and how they responded when they found out that the information being relayed in the advertisement was not accurate. OR… 2. Ask students to give examples of products that are ideal for demonstration. When was the last time they saw a product demonstration and was it effective? OR… 3. Ask students why testimonials are frequently used for weight-loss commercials. Also discuss how before/after pictures are used to make a greater impact. OR… 4. Ask students to describe a funny advertisement. What made the advertisement funny and did the comedy distract from the product being advertised? Why do advertisements frequently use comedy?   Explain how some deals that seem too good to be true are probably too good to be true. Frequently transactions involving credit wow consumers with great deals while quietly mumbling the less-than attractive features about the credit purchase. Ask students to give examples of deceptive advertising. Then discuss the long-term effects of deceptive advertising.  Ask students what they will do when they go to a store for an advertised special, and find out that the advertisement did not include all the details. Explain the “bait and switch” concept. Then discuss how a company’s reputation has great influence on future sales. Also explain the concept of the Better Business Bureau and other related organizations that protect consumers. |
| **Direct Instruction \*** | I. Name Common Creative Advertising Formats  A. Musical  B. Dramatization  C. Testimonial  D. Comedy  E. Image Advertising  F. Product Demonstration  G. Competitive Advertising  H. Creative Concept  Ask students to give examples of advertisements using each of the following strategies. Examples: BMW- image, weight loss-testimonial, comparing automobile insurance rates- competitive advertising.  II. Ad Clutter-anything other than programming that is broadcast on television  A. for decades the amount of ad clutter has slowly crept upward  B. 15 minutes per hour  C. Daytime programming-20 minutes of ad clutter per hour  Ask students to describe the type of ad clutter during daytime television and the type of ad clutter during night broadcast. Then discuss advertising revenue and which target market is the center attention for different times of the day.  III. Production of Advertisements  A. Strategic Brief  B. Creative Development  C. Client Presentation (revisions)  D. Creative Research  E. Production  F. Client Presentation  G. Advertising Runs  Explain why it is important to understand the personality of the client before developing an advertising campaign. A conservative client may not be impressed with creative whistles and bells.  IV. Determining Advertising Effectiveness  A. Quantitative Research-collecting data that can be classified into meaningful numerical values  B. Qualitative research-present customers with open-ended questions rather than specific choices  Define the difference between open-ended and closed questions.  V. Regulating Advertising  A. Government Regulation (FTC, FCC)  B. Network Regulation  C. Regulatory Boards  D. Competitive Regulation  E. Corrective Actions  1. cease-and-desist order  2. corrective ads  3. fines  Ask students to use the Internet to learn more about the FTC and FCC. Students should determine the purpose for each organization and recent issues involving each organization.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Write the following words/phrases on the board: survey, focus group, recall test, one-on-one interview. Then ask students to identify whether each item is a form of quantitative research or qualitative research. This activity will be the lead into a discussion on the differences between the two types of evaluation techniques.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * List the four systems in place to regulate advertising: government regulation, network regulation, regulatory boards, and competitive regulation. Then ask students to write one or two sentences describing how each system helps to regulate advertising. * Using Independent Practice Assignment # 1, ask students to choose a current commercial and then develop qualitative research questions to determine if the commercial is making a positive impact with the target market. Students will write five questions for qualitative research about the commercial and then survey 20 people to get their responses about the effectiveness of the advertisement.   Using Independent Practice Assignment #2, ask students to write a radio commercial for your state fair. The state fair desperately needs greater attendance and revenue. This year’s fair has big-name entertainers, more attractions, and special promotions. The radio commercial should include script and choice of music for a wide-range of target markets.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | Q: Why is it important for creative concepts to be unique and original?  A: Creative concepts must stand out among all the other advertising that audiences see and hear.  Q: Why is there a natural tendency for ad clutter to grow?  A: Ad clutter tends to increase because there is a related immediate measurable increase in ad revenue.  Q: At what stage of the process of creating an ad does a producer get involved?  A: Once the client is comfortable with the creative concept, the producer facilitates everything that happens during the production phase.  Q: What is the difference between quantitative and qualitative research?  A: Quantitative research involves collecting data that can be classified into meaningful numerical values. It may include surveys, recall tests, and other types of tests. Qualitative research interprets the why and how of people’s opinions. It may include focus groups, one-on-one interviews, or other types of face-to-face discussions. |
| **Summative/End of Lesson Assessment \*** | Informal Assessment:   1. Instructor will observe students during Independent Practice assignments, and class discussions. 2. Instructor will assist individual students as needed.   Formal Assessment:   1. Use Developing and Conducting a Survey Rubric to evaluate Independent Practice Assignment #1 to determine if a commercial is making a positive impact with the targeted market. 2. Use Multimedia Project: Radio Commercial Rubric to evaluate the Independent Practice Assignment #2 which creates a 30-second radio commercial for a State Fair.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | * Marketing, Third Edition, James L. Burrow, Southwestern Cengage Learning * Marketing Essentials, McGraw Hill * USA Today and local newspapers * Computers for students to complete projects * Projector for presentations * White or chalk board |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Show student examples of popular songs from the past decades being used to advertise products and services for individuals who were teens when the songs were popular. Students will research popular music for the past three decades and then assign selected songs to advertise products and services for individuals who were teens during the decades when the songs were popular. Students will present their ideas to class. Use the Oral Presentation Rubric: Songs for Advertising Decades to evaluate the project. (Team Assignment) * Ask students to use the Internet to learn more about focus groups. Students then write a one-page paper that explains the purpose of focus groups and describes a company that uses a focus group for advertisements. (Individual Assignment) |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)