

- Advertising unit - Discussion questions

1. What does the verb “to advertise” mean? What is advertising?
2. What are five different ways a company can advertise its products?
3. How do companies use ads to persuade shoppers to use or buy their product?
4. How does advertising in your country differ from advertising in the United States?
5. Can you think of a television commercial that you really liked or that was very memorable? Why did you like that ad so much, or what made that ad so memorable?
6. Do you have experiencing studying or working in advertising? Can you think of ways that you use advertising principles on your job?

Vocabulary and key concepts

1. **the consumer:** *someone who buys products; someone who has purchasing power.*
2. **the evidence:** *facts that help to prove a point.*
3. **the opinion:** *the beliefs of one person or group that may or may not be based on facts or credible evidence.*
4. **the reputation:** *public esteem of or regard for a person, business, product, or location.*
5. **the emotion:** *feelings such as anger, happiness, sadness.*
6. **the media:** *the plural of the word medium; it is used in the field of advertising to refer to different means of mass communication such as radio, television, or film.*
7. **the trend:** *the current style; a common preference, usually of a particular demographic.*
8. **the statistics:** *a collection of data, usually presented in numbers.*
9. **the ad/advertisement:** *a public notice that is put in print or broadcast by radio or TV, it is used to help sell products or promote a particular way of thinking.*
10. **the brand:** *a line of products with a recognized name.*
11. **the jingle:** *a short but memorable tune used in television commercials.*
12. **to consume:** *to use a product or service.*
13. **to persuade:** *to present reasons or evidence in an attempt to change opinions or impact the actions of an individual or group.*
14. **to imply:** *to express indirectly; to suggest or infer without actually saying something.*
15. **to advertise:** *to promote a product (i.e. on radio, in magazines or newspapers, etc.)*
16. **to target:** *to focus one's aim, actions, or attention on a particular person/place/thing.*
17. **demographics:** *statistical information about a population, such as income level, age, education, needs, geographic location, etc.*
To illustrate the notion of demographics:
 - Draw a large circle on the board and label it “all americans”
 - Inside the circle, draw two or three smaller circles. Give the circles names like: “children 12-14 years old,” “Adult ESOL students,” “business owners.” Ask class what generalizations one can make about each group and how those generalizations might help a company decide what product to market to that demographic. Brainstorm other demographics.
18. **the purchasing power:** *the ability to buy products.*
*Discuss the ways that consumer spending habits and even boycotts impact corporate decision-making. (Rosa Parks and the bus boycott; Wal-mart; the sit-com *Northern Exposure* which, though popular, was pulled because the audience was not appealing to advertisers)
19. **body language:** *information that an individual reveals about him or herself based on the position of various parts of the body.*
* Ask students to hold up the ads they brought to class the day before. Discuss the body language of the people in their ads and what is revealed (open, closed, shy, humble, worried, scared, excited, refreshed, seductive, busy, skeptical, etc.)
20. **credibility:** *the power to inspire belief, faith, or trust; believability.*
*Discuss the ways that companies maintain or establish credibility. (i.e. use of celebrities or “experts”)

RELAY SHEET

Advertising vocabulary

1. _____ a consumer
2. _____ evidence
3. _____ an opinion
4. _____ a reputation
5. _____ an emotion
6. _____ the media
7. _____ a trend
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9. _____ an ad/advertisement
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19. _____ body language
20. _____ credibility

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20. _____ credibility

- G. someone who buys products; someone who has purchasing power.
- M. the beliefs of one person or group that may or may not be based on facts or credible evidence.
- O. public esteem of or regard for a person, business, product, or location.
- C. feelings such as anger, happiness, sadness.
- L. the plural of the word medium; it is used in the field of advertising to refer to different means of mass communication such as radio and T.V.
- S. the current style; a common preference, usually of a particular demographic.
- J. a collection of data, usually presented in numbers.
- F. a public notice that is put in print or broadcast by radio or TV, it is used to help sell products or promote a particular way of thinking.
- R. the power to inspire belief, faith, or trust; believability.
- K. a line of products with a recognized name.
- P. a short but memorable tune used in television commercials.
- D. to use a product or service.
- A. to present reasons or evidence in an attempt to change opinions or impact the actions of an individual or group.
- T. to express indirectly; to suggest or infer an idea without actually saying it.
- Q. promote a product (i.e. on radio, in magazines or newspapers, etc.)
- I. focus one's aim, actions, or attention on a person/place/thing.
- E. statistical information about a population, such as income level, age, education, geographic location, etc.
- N. the ability to buy products.
- H. information that an individual reveals about him or herself based on the position of various parts of the body.
- B. facts that help to prove a point.

Preparation

You will need: **20 index cards + handout C2**

1. Cut out the definitions from **handout C2**.
2. Paste each definition onto a separate index card, leaving one side of the card blank.
3. Photocopy **handout C1** and cut each sheet in half. This activity will be done in pairs so you should copy page **C1** once for every 4 students in your class.

The activity

1. Space the index cards out on the ledge of the chalkboard so that each is easily accessible. **The definitions must not be visible.
2. Randomly put students in teams of two about six feet away from the front of the chalkboard.
3. One team member, the “sitter” must remain seated. The second member, the “runner,” will run back and forth between the board and the sitter.
4. Give a copy of the vocabulary list (**C1**) to each “sitter.”
5. When the race begins the runners for each two-person team will race to the board, grab a definition, and carry it back to the sitter. Together they will read the definition and see if they can match the definition to one of the words on the relay sheet. Once they have decided, the sitter should write the letter indicated on the index card in the line next to the corresponding word.
6. When the team has marked its answer, the runner should return the definition card to the board (making sure to leave the blank side showing), grab another card and repeat the process described in step 5.
7. Each team should repeat steps 5 and 6 until the members believe they have matched all definitions correctly.
8. When a team has matched all the words and definitions the runner should find the teacher and request to have the answers checked. If any of the answers are incorrect, inform the team, but do not give hints about which are incorrect. Once the team feels it has corrected the errors, the runner should find you again.
9. Keep playing until 1st, 2nd, and 3rd place winners have been determined.

Rules

1. The sitter may not leave his or her seat.
2. No notes may be used.
3. The team is allowed to pick-up/view only one card at a time.

Notes/Lesson - Desires and Advertising

Directions:

- Tell students to think about what is important to them. Ask them:
 - What are your desires?
 - What material possessions do you need or want?
 - Why do you want or need those things?
- Draw this grid on the board and provide the first example:

My Desire	Why I Want This (values)	Corresponding Ad
1. House 2. 3.	Security, Safety, Wealth	

- Write down the examples that students listed in the discussion and ask if they can add more to the list. (students can draw 3 lines on a sheet of paper and copy them as well)
- Bring an ad of your own that contains a house. Discuss the use of this image with the class (that is, does the house imply security or safety, for example?).
- Break students into groups of 3 or 4 and ask everyone to take out the ads they brought to class.
- As a group they should look at the images in the ads, discuss the images and determine if any of the desires/values we wrote down as a class are addressed in those ads. One member of the group should keep track of the group's findings. This group "secretary" should also write down additional desires and values signaled by the group.
- Ask students to put all the ads from their group into a pile. Collect the piles and give them to a different group. Repeat step six.
- When the students have finished analyzing the ads, wrap up with a quick discussion about what they found.

The following has been adapted from "Consuming Passions" by Ellen Mohr Catalano:

Write the following persuasive messages listed below on the board.

- Students should copy them into their notes

Explain that advertisers imply (and occasionally state directly) these messages to "hook" the emotions, needs, and desires of their demographic:

Persuasive Messages

<p><i>If you use this product you will:</i></p> <ol style="list-style-type: none"> Join a wonderful group of people. Feel appreciated. Be rewarded. Be respected by others. Have more love (or sex) in your life. Be more like famous or wealthy people. Be associated with success, humor, tradition. Be on the cutting edge; be rebellious. Find deep satisfaction. Enjoy escape or adventure. 	<p><i>If you do not use this product you will:</i></p> <ol style="list-style-type: none"> Face social isolation (you won't have friends, no one will like you) Be undesirable to the opposite sex. Face failure at work or in school Face failing health Possibly die.
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ADVERTISING ANALYSIS SHEET

1. What colors and images appear in the ad? What do they *imply* about the product or about the user of the product?
2. Does the ad use celebrities to sell its product? If so, what might the presence of *that particular celebrity* **IMPLY** about the product?
3. Describe the body language of the people in the ad.
4. What emotions are being targeted (desire, envy, shame, etc.)? How do the images make *you* feel?
5. How are women portrayed (represented, shown) in the ad? How about men?
6. What does the ad persuade a consumer to do or buy?
7. What do you believe is the target demographic for this ad?
8. Think of a different product that could be promoted using the same ad. What product is it? Why would the ad be appropriate for that product?

Oral presentation - Advertising

Group size: **2-3** people (see me if there are more than 3 in your group)

Using what you have learned about advertising and propaganda, you and your group will develop a mini ad campaign. Each group will do the following:

- 1. Choose a target demographic.**
- 2. Choose a product to sell to this demographic.**
- 3. Do market research to find out more about your target demographic**
- 4. Design a print ad.**
- 5. Present the ad to the class.**

Step 1: Choose a NATIVE ENGLISH SPEAKING target demographic (TD) AND a PRODUCT to sell to that demographic.

Step 2: Choose a documenter.

This person (or these people) will be responsible for documenting each step of the marketing plan (see the questions on the pages that follow). The documenter/s should either TYPE or NEATLY HANDWRITE the answers. Of course, all members must still take an active part in answering the questions.

Step 3: Do some MARKET RESEARCH – all members will participate.

- Prepare a questionnaire with **5 questions** to help you find out more about the TD.
- Give the questionnaire to the teacher to review and correct.
- **Each person in the group** must copy the questionnaire **5 times** and use it to interview 5 different native speakers of ENGLISH that belong to the TD.
- Use what you learn about the interests, needs, wants, and trends of your TD to help you prepare your advertisements.

Step 4: Design a PRINT AD.

- **Decide where the print ad will be placed.** That is, decide *which* newspapers, or magazines will run your ad.
- **Decide who will be responsible for designing the print ad.** This should probably be the person who is most artistically inclined in the group.
- Decide which inherent or implied messages you will focus on.
- Decide how you will imply these things. Will you use:
 - body language?
 - particular colors, shapes, or objects?
 - credibility (i.e. through a celebrity)?
 - statistics (i.e. “3 out of 4 doctors prefer...”)?
 - evidence of the product’s effectiveness/greatness?
- **Make a large version of the ad** for the whole class to see.
 - You could put the ad on: **a transparency, computer, or a poster board.**
 - You may use markers, crayons, images cut out of magazines, photographs, clip art, your own art, etc.

Step 5: The day of your presentation:

1. The documenter should turn in a final copy of all work:

- Parts 1, 2, 3 completely filled out.

2. Show your print ad to the class

- Tell us the name of your product and where the ad will run **BUT NO MORE!**
- The class will discuss the images and techniques you use.
- We will try to guess at the implied messages
- Be prepared to point out your own interpretations at the end.

Group names: _____

1. Staple the interviews to this page. The interviewer's name should be on each page. Keep the interviewee's name anonymous.

2. What did you learn about your target demographic (TD)?

3. How can you use this information to make your ad more appealing to the TD?

4. What do you wish to imply to consumers about your product? Which persuasive messages will you employ?

Part 3: The print ad

These questions should be officially answered BY THE DOCUMENTER once the ad has been completed.

1. Where will you run your print ad? (Give the names of specific publications).

2. Why will you run your ad in this/these location/s?

3. What emotions, or needs did you target in the ad?

4. What trends did you include? Why?

5. How did you use color, body language, celebrities, etc. in the ad? What do those images imply about your product?

5. How are women and men portrayed? Are they portrayed differently?

Grade sheet

/100 F1

Date _____ Group members _____

Print Ad:

Ad is large enough to be seen easily 5 0

Creativity: 10 9 8 7 6 5 4 3 2 1 0

The ad is not a direct copy of a real ad; cut-outs from real ads are used in new and effective ways; images are original hand or computer assisted drawings.

The message: 10 9 8 7 6 5 4 3 2 1 0

Body language, colors, shapes, objects, trends, celebrities, statistics, and/or evidence of the product's effectiveness or greatness were used to convey a message about the product; the emotions, needs and desires of the demographic were targeted through this message.

TOTAL POINTS: Print Ad: **/50**

Documentation:

Part 1

- submitted to teacher for review before presentation (5 pts) _____
- answers are complete and grammatically correct (5 pts) _____
- class discussions about advertising were considered (5 pts) _____

Part 2

- submitted to teacher for review before interviews were begun (5 pts) _____
- answers are complete and grammatically correct (5 pts) _____
- class discussions about advertising were considered (5 pts) _____
- the findings of the TD interviews were considered (5 pts) _____
- interviews were attached yes / no

Part 3

- answers are grammatically correct and relate to the ad (5 pts) _____
- class discussions about advertising were considered (5 pts) _____

The final draft is neat, readable, and complete(5) _____

TOTAL POINTS: Documentation: **/50**