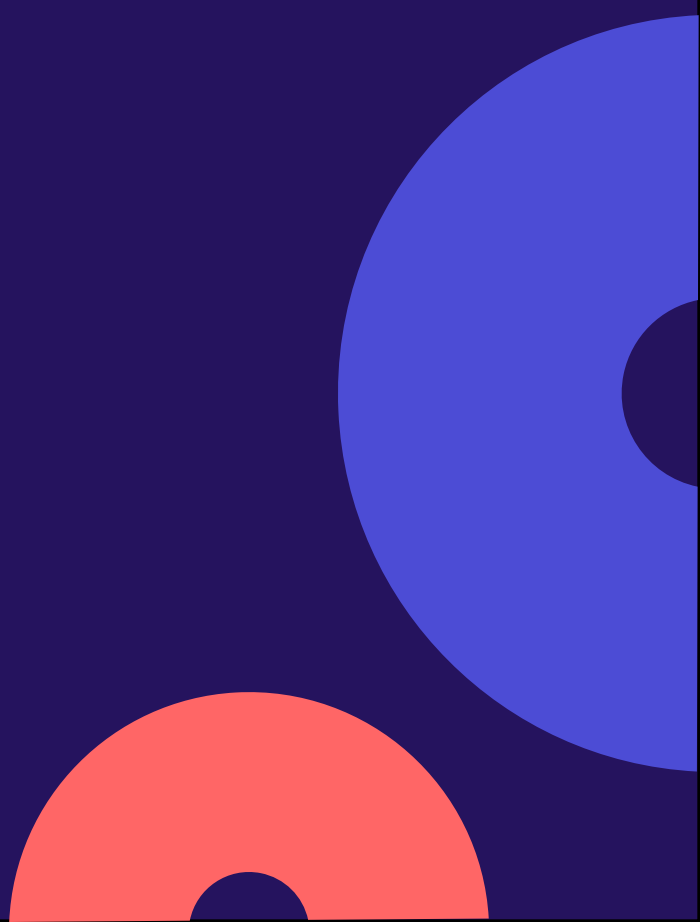


Focus on advertising and marketing

60 - 90 minute lesson
Years 7 - 13



Teacher	Subject: Focus on advertising and marketing	Age range: Year 7-13	Lesson timing: 60-90mins	Any other notes
<p>LO: All students will understand what is meant when we talk about a ‘brand’, and ‘advertising’ and will be able to identify some popular brands by looking at partial logos. They will all know which entry-level roles are options for them in the advertising industry.</p> <p>Most students will be able to easily identify brands by the partial logo and will gain an understanding of how and why those companies made branding choices. They will know what is meant by a ‘target audience’ and what a ‘brief’ is. Students will also understand more about the different types of entry-level jobs in the sector and about the different types of agencies. They will be able to apply some knowledge of branding to develop a response to a brief.</p> <p>Some students will be able to respond and peer assess a brief. They will be able to consider why brands chose the colours that they do for logos and what effect changing this would have on the customer. They will have a clear understanding of the details of entry-level roles in the sector, how much they get paid, whether they feel they have the relevant attributes and how to take the steps to gain such a role.</p> <p>AIM: To discover a wide range of roles in the advertising sector</p> <p>Materials: Slide deck and two embedded videos. For younger learners (Under age 13) print outs of brand logos for re-design and coloured pencils. For older learners (Over age 13) flipcharts or whiteboards and board pens. Extra print outs of the blank version for older learners who complete exercise 2 and need additional extension work.</p> <p>For all learners a Glossary Handout, there are basic definitions for all students but if required as an extension for older students there are quotes to discuss.</p>			<p>Literacy: Industry-specific terminology defined ‘advertising’, ‘brand’, ‘branding’, ‘brief’</p> <p>Numeracy: Starting and potential salaries included—advertising industries statistics including the size of the industry and growth in the sector.</p>	
<p>Adults: One teacher should be available for this lesson.</p>				

SLIDE 1-3 – 5 minutes – EXERCISE 1 - Welcome and starter task - identifying the brand	Key/hinge questions	Measures of achievement
<p>SLIDE 3 – 5 minutes - What is a brand? The vocabulary you will need to know, including basic definitions of 'Target Market', 'Brand', 'Brief', 'Tagline/Slogan). Ask students to copy these.</p>	<p>EXERCISE 1: Identify brand logos.</p>	<p>-Class engagement and ability to identify popular brands.</p>
<p>SLIDE 3-4 - 2 minutes - Discussion on who you think each brand is aimed at/target audience – see slide notes. What is advertising? (It is big!)</p>	<p>Discussion: How do you know what these are? Where do you see them? (TV, social media, posters, online ads, bus stops etc.) What makes them stand out? What do you like/dislike about them? Who do you think they are aimed at/target audience?</p>	<p>-Learners being able to identify where their skills would best place them within the industry.</p>
<p>SLIDE 5 – 5 minutes – FILM 1</p>		<p>-Learners transferring knowledge to develop a product brief in line with some of the elements provided earlier in the class.</p>
<p>SLIDE 6-7 – 6 minutes - Where should I start? Examples of entry roles, attributes which would suit the role, and starting and potential salaries, plus the many other entry-level roles.</p>		<p>-Ability to peer review exercise 2 in line with some of the success criteria from exercise 1.</p>
<p>SLIDE 8 – 5 minutes – FILM 2</p>		
<p>SLIDE 9 – 22 minutes – EXERCISE 2 (A) In small groups using the flipcharts/whiteboards, consider the following brief and produce a response.</p>		
<p>SLIDE 10-11 – 10 minutes - Share your work and peer assess whether it feels successful or not, why?</p>		
<p>SLIDE 13-14 – 5 minutes – Find out more.</p>		
<p>Students under age 13 will complete the same tasks up until SLIDE 9 when they will do the following:</p>		
<p>SLIDE 12/printouts – 15 minutes – EXERCISE 2 (B) Guess more partial logos. Then redesign popular brands using different colours using print outs of blank logos and colouring pens</p>		
<p>SLIDE 12 – 10 minutes - Class discussion: How does colour affect the mood of the logos? Do you think this has impacted the target audience? Why do you think the original logos were chosen by the companies?</p>		
<p>SLIDE 13 – 5 minutes - Find out more.</p>		
<p>EXTENSION TASKS: Older learners can use print outs and consider what would happen if they re-design popular brand logos in different colours. How does this affect the mood/impact differently? Why do you think the brands decided on the colours they did?</p>		
<p>SLIDE 14 – 5 minutes - PLENARY: Ask members of the class to define a brand, what is advertising, and offer one of the entry-level roles and starting salary. By a show of hands, who thinks they would be good at a job in the advertising sector?</p>		