

Lesson Plan

Course Title: Advertising Design

Session Title: Emotions elicited by advertising

Performance Objective:

The student will be able to recognize advertising with an emotional bias.

Specific Objectives:

- Discuss emotions
- Consider why advertisers would want to reach viewers emotions
- What age groups go best with which emotions
- When would emotions be unacceptable or in poor taste

Preparation

TEKS Correlations:

- **125.94(c)(1)(B)**
demonstrate the principles of group participation and leadership related to citizenship and career preparation.
- **125.94(c)(5)xx**
...the student applies the concepts and skills of the trade to simulated and actual work situations.

Interdisciplinary Correlations:

Graphic Communication Technologies

- **125.93(c)(1)(D)**
...apply the competencies related to resources, information, systems, and technology in appropriate settings and situations;

Accommodations for Learning Differences:

- [Lesson Plan/Curriculum Modifications Checklist](#)
- [Guidelines and Procedures for Adapting Instructional Materials](#)
- [Instructor Format for Curriculum Customization for Learning Differences](#)
- [Sample Curriculum Customization for Learning Differences](#)

Instructor/Trainer

<p>References:</p> <p>http://www.buzzle.com/editorials/text3-3-2004-51208.asp http://www.fsa.ulaval.ca/personnel/vezinari/provocpub/fr/documents/etude1_000.pdf</p>
<p>Instructional Aids:</p> <ol style="list-style-type: none"> 1. Emotions Elicited by Advertising PowerPoint Presentation 2. Emotions Elicited by Advertising PowerPoint Presentation Slides 3. Emotions Elicited by Advertising PowerPoint Presentation Notes 4. Emotions Elicited by Advertising PowerPoint Presentation Outline
<p>Materials Needed:</p> <ul style="list-style-type: none"> • Examples of ads using emotional ploys • Magazines • Newspapers
<p>Equipment Needed:</p> <p>Computer printer</p>
<p>Learner</p> <ul style="list-style-type: none"> • Ability to consider past ads • Open with ideas • Able to share in a group • Able to work individually
<p>Introduction</p>
<p>Introduction (LSI Quadrant I):</p> <ul style="list-style-type: none"> • Emotion is another word to describe feelings • List emotions (fear, joy, love, happy, sad, jealous, anger, hurt...) • Memories as well as current events are tied to our emotions • Physiological changes occur when we feel certain emotions • Ads use emotions to appeal to us • Needs, instincts, values, traditions, beliefs, emotions, are such appeals • Emotions may be the strongest • Advertisers want emotions to override values and logic and economy • Products tie in to emotional egos—youthful, handsome, sex-appeal and style
<p>Outline</p>
<p>Outline (LSI Quadrant II):</p> <ul style="list-style-type: none"> • Discussion of emotions used in advertising

- Ask what items have you purchased based on the delivery of an advertisers plot to reach you---were you going to be pretty, better, more popular, less offensive?
- Were you? Was it true? Did the toy you bought bring you friends?
- What basic needs do people have?
- Abraham Maslow said we have physical needs, safety & security needs, love needs, esteem needs, and self actualization needs.
- What reaches you
- From a list of 20 items you will create emotionally focused campaigns individually
- These will not need illustrations at this time, only the emotional focus and what words will be used to reach your audience
- You will create 3 emotional advertising campaigns

Application

Guided Practice (LSI Quadrant III):

- In the large group, create one emotionally guided campaign for an item such as cereal---a breakfast food.
- In a small group of 2 or 3—create an emotionally focused campaign for a product such as facial tissue

Independent Practice (LSI Quadrant III):

- The student will be given a list of items from which three will be selected
- The student will consider how each item could be marketed using an emotional twist
- The student will create a campaign using this emotional focus from the best of the three
- The campaign will consist of: manner of presentation to the public, product audience, explanation of delivery to audience,
- The class will examine and critique the success of the campaign and the student will then re-evaluate the emotional focus and review and perhaps resubmit the re-worked idea
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Summary

Review (LSI Quadrants I and IV):

Awareness of why customers are drawn to certain items is necessary for consumers and advertisers. Why we like certain foods and colors and items help determine why others will and perhaps why products will market well.

Evaluation

Informal Assessment (LSI Quadrant III):

The instructor will monitor student progress
Class critique

Formal Assessment (LSI Quadrant III, IV):

Teacher evaluation

Extension/Enrichment (LSI Quadrant IV):

Richer more expressive communication ability

Advertising Design

Emotions



Happy or Sad or indifferent?

Why are your feelings important?

Why are they important to an advertiser?

Are different emotions linked to certain age groups?



What have you felt?



- Children and advertising—how would you reach them?
- Is it honest?
- Is it fair?
- What is?



Teen emotions

- fears
- needs
- joys
- attitudes
- Others
- self



Abraham Maslow

- Hierarchy of Needs
- Are adult needs different
- When do we outgrow our needs
- Is it fair for advertisers to focus on needs?
- Buyer beware?



Slide 1

Advertising Design

Emotions



Slide 2

Happy or Sad or indifferent?

Why are your feelings important?

Why are they important to an advertiser?

Are different emotions linked to certain age groups?



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Slide 3

What have you felt?

- Children and advertising—how would you reach them?
- Is it honest?
- Is it fair?
- What is?



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Slide 4

Teen emotions

- fears
- needs
- joys
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- Others
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Slide 5

Abraham Maslow

- Hierarchy of Needs
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Emotions

Quiz

Name: _____

1. Emotions are the same as feelings (T/F)?

- a. True
- b. False

2. Describe the difference between need and want

- a. _____

3. Advertisers want viewers to feel emotion when viewing advertisements (T/F)?

- a. True
- b. False

4. Define each:

- a. Needs= _____
- b. Traditions= _____
- c. Beliefs= _____
- d. Emotions= _____
- e. Values= _____