

Lesson Plan – Advertising Execution and Evaluation
Course Title: Marketing
Session Title: Advertising Execution and Evaluation
Performance Objective: <ul style="list-style-type: none"> • Upon completion of this lesson, the student will explain the importance of evaluating the advertising campaign after it has been executed.
Specific Objectives: <ul style="list-style-type: none"> • Students will list common creative advertising formats. • Students will explain what happens during the production phase of the advertising process. • Students will differentiate between quantitative and qualitative research. • Students will name the four types of advertising regulation.
Preparation
TEKS Correlations: This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed. <ul style="list-style-type: none"> • 124.32(c)(3)(A) ...explain the marketing concept. • 124.32(c)(26)(A) ...identify types of advertising media. • 124.32(c)(26)(B) ...differentiate between product and institutional advertising. • 124.33(c)(26)(C) ...identify and evaluate elements of an advertisement. • 124.33(c)(9)(A) ...research the use of information technology in marketing. • 124.33(c)(9)(B) ...select and use the tools of information technology in marketing.
Interdisciplinary Correlations: English: 110.42(b)(6)(A) – Vocabulary Development ...expand vocabulary through wide reading, listening, and discussing. 110.42(b)(6)(B) – Vocabulary Development ... rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary. 110.42(b)(7)(F) – Reading/comprehension ...identify main ideas and their supporting details. 110.42(b)(7)(G) – Reading/comprehension ...summarize texts.

110.42(b)(7)(J) – Reading/comprehension

...read silently with comprehension for a sustained period of time.

Economics:**118.2(c)(8)(B) – Economics**

...analyze how financial institutions affect households and businesses.

Teacher Preparation:**References:**

1. Marketing, Third Edition, James L. Burrow, Southwestern Cengage Learning
2. Marketing Essentials, McGraw Hill
3. USA Today and local newspapers

Instructional Aids:

1. Advertising Execution and Evaluation PowerPoint presentation
2. Independent Practice Assignment #1- Development and Conduction of a Survey
3. Development and Conduction of a Survey Rubric
4. Independent Practice Assignment #2 – Multimedia Project: Radio Commercial
5. Multimedia Project: Radio Commercial Rubric
6. Extension Activity #1 – Songs for Advertising Decades
7. Extension Activity #1 – Oral Presentation Rubric –Songs for Advertising Decades
8. Internet

Materials Needed:

1. Construction paper
2. Scissors and glue
3. Poster Board
4. Current newspapers and magazines

Equipment Needed:

1. Computers for students to complete projects
2. Projector for PowerPoint presentation
3. White or chalk board

Learner Preparation:

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?

Lesson Plan

Introduction (LSI Quadrant I):

1. 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.
2. 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 of 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 from false advertising or bad business experiences.


Important Terms for this Lesson:


- 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






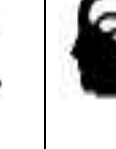
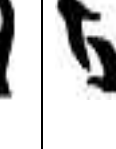


Outline

Outline (LSI Quadrant II):

Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.

MI	Outline	Notes to Instructor
	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
	<p>II. Ad Clutter-anything other than programming that is broadcast on television</p> <ul style="list-style-type: none"> 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 	<p>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.</p>
	<p>III. Production of Advertisements</p> <ul style="list-style-type: none"> A. Strategic Brief B. Creative Development C. Client Presentation (revisions) D. Creative Research E. Production F. Client Presentation G. Advertising Runs 	<p>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.</p>
	<p>IV. Determining Advertising Effectiveness</p> <ul style="list-style-type: none"> 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 	<p>Define the difference between open-ended and closed questions.</p>
	<p>V. Regulating Advertising</p> <ul style="list-style-type: none"> A. Government Regulation (FTC, FCC) B. Network Regulation C. Regulatory Boards D. Competitive Regulation E. Corrective Actions <ul style="list-style-type: none"> 1. cease-and-desist order 2. corrective ads 3. fines 	<p>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.</p>
<p>Copy and paste Multiple Intelligences Graphic in appropriate place in left column.</p>		

								
Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra- personal	Inter- personal	Naturalist	Existentialist

Application

Guided Practice (LSI Quadrant III):

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.

Independent Practice (LSI Quadrant III):

1. 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.
2. 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.
3. 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.

Summary

Review (LSI Quadrants I and IV):

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.

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students during Independent Practice assignments, class discussion, and PowerPoint discussions.
2. Instructor will assist individual students as needed.

Formal Assessment (LSI Quadrant III, IV):

1. Use Development and Conduction of 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.

Extension/Enrichment (LSI Quadrant IV):

1. 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)
2. 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)

Independent Practice Assignment #1 – Individual Assignment

Directions: 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.

Independent Practice Assignment #2- Team Assignment

Directions: 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.

Independent Practice Assignment #3 – Team Assignment

Directions: Use the Internet to research your state fair. Then 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. The length of the radio commercial should be no longer than 30 seconds.

Extension Activity #1—Team of Two Students

Directions: Following class discussion about popular songs from the past decades being used to advertise products and services for individuals who were teens when the songs were popular, your team will research popular music for the past three decades and assign selected songs to advertise products and services for individuals who were teens during the decades when the songs were popular. Your team will present your ideas to class.

Extension Activity #2—Individual Assignment

Directions: 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.

Oral Presentation Rubric : Songs for Advertising Decades

Extension Activity #1

Student Name: _____

CATEGORY	25	20	15	10
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well

Total Points _____
Maximum 100 Points

Interview : Development and Conduction of a Survey Rubric

Independent Practice Activity #2

Student Name: _____

CATEGORY	25	20	15	10
Knowledge Gained	Student can accurately answer all questions about the subject addressed in the survey. The student has developed several conclusions based on the information gathered from the survey.	Student can accurately answer most questions about the subject addressed in the survey. The student has developed some conclusions based on the information gathered from the survey.	Student can accurately answer some questions about the subject addressed in the survey. The student has developed a few conclusions based on the information gathered from the survey.	Student can accurately answer few or no questions about the subject addressed in the survey. The student has developed a couple or no conclusions based on the information gathered from the survey.
Survey Construction	All of the student's survey questions are detailed, grammatically correct and relate to the student's chosen subject.	Most of the student's survey questions are detailed, grammatically correct and relate to the student's chosen subject.	Some of the student's survey questions are detailed, grammatically correct and relate to the student's chosen subject.	Few or none of the student's survey questions are detailed, grammatically correct and relate to the student's chosen subject.
Class Presentation	The presentation is well organized and contains all accurate facts and conclusions taken from the survey results.	The presentation is well organized and contains mostly accurate facts and conclusions taken from the survey results.	The presentation is well organized and contains some accurate facts and conclusions taken from the survey results.	The presentation is not organized and contains few or no accurate facts and conclusions taken from the survey results.
Method of Survey Explained	Thoroughly explained the survey process.	Explained 75% of the survey process used.	Only describe 50% of the survey process.	Less than 50% of the survey process was described.

Total Points _____

Maximum 100 Points

Multimedia Project : Radio Commercial Rubric

Independent Practice Activity #3

Student Name: _____

CATEGORY	25	20	15	10	5
Originality	Product shows a total original thought. Ideas are creative and inventive.	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Content	Commercial includes ALL essential information necessary for sales/info.	Commercial includes most information required for sales/info.	Commercial includes basic info.	Content is minimal.	No purpose in delivery of information.
Persuasion	Commercial is persuasive. The commercial is designed to convince the viewer that they need to see that show or that its a quality production.	Commercial is pretty persuasive. The commercial is designed to convince the viewer that they need to see that show or that its a quality production.	Commercial is somewhat persuasive. The commercial is designed to convince the viewer that they may want to see that show or that its somewhat of a quality production.	Commercial is slightly persuasive, a few more elements would make it more persuasive.	Commercial is not persuasive at all.
Length	Timing is exact length of project parameters. Exactly 30 seconds	Project 1-2 seconds off of project parameters.	Project 2-3 seconds off of project parameters.	Project 3-4 seconds off of project parameters.	Project more than 5 seconds over project parameters

Total Score _____

Maximum 100 Points