**Lesson 6: Advertising Message Strategy and Creativity**

Overview

In this lesson, media makers will review the process by which advertising and other media messages are made. They will review/integrate their ‘research’, practice the strategy (“making a plan”) and creative steps in the process. Students will brainstorm creative ideas – based on their plan – and work toward writing and producing images for their print advertisement for broccoli. They can also practice Common Core collaboration, communication, and presentation skills in small and large group settings.

Learning Objectives

Students will:

1. Review the process of how to create media /advertising messages.
2. Think about target audience
3. Integrate research ideas into written language
4. Practice creativity through visual ideas
5. Learn how to explain /present their ideas
6. Review Common Core speaking and listening principles related to asking questions, staying on topic, and linking their comments to the remarks of others

Time Required:

Part I (10 minutes)

Brain Break (3-5 minutes)

Part II (about 20 minutes)

Brain Break (3-5 minutes)

Part III (30 minutes)

Materials:

1. Student Packet
2. Powerpoint
3. Advertising or visuals if not using Powerpoint
4. Art supplies: crayons or markers
5. Extra paper for the final advertisements: we would like to collect them and feature them on a website (Illinois Extension and/or Illinois – Advertising department).

Common Core Standards

Speaking and Listening standards:

1. Comprehension and Collaboration:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

1. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
2. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
3. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
4. d. Explain their own ideas and understanding in light of the discussion.
5. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**PART I. Review of Advertising Process and Integrate Research (about 10 minutes)**. **In this first part of the lesson, you will review the advertising process and the research collected so far and ask the students to start integrating what they know. You could put them into smaller groups or do the lesson as a whole class. Ideally, the students can learn to communicate/collaborate to come to some kind of consensus.**

Let’s review: so far we learned about how advertising is made, we learned about different ways to do advertising and we did some research about broccoli and our target audience. Today we are going to think of a plan – think creativity and come up with many ideas and then do some writing and some art for our advertising.

What do we know about BROCCOLI? Let’s think back to our research.

 - nutrition?

 - adjectives?

 - do children like?



Let’s think about our TARGET AUDIENCE for this food product: third-grade students.

(Here – you could get them to describe the ‘lifestyles’ information – third-graders like to play, they like funny things, they like playing video games and sports and doing art and dancing doing Rainbow Loom and watching the Lego Movie and Frozen and Fineas and Ferb (or whatever the latest and greatest is!)

For food, they usually eat their lunch at school. They often try new foods if their friends do (or whatever).

Some people – but not everyone – likes broccoli (or whatever your class survey revealed))

After our break, we are going to make a plan for our advertising. The plan is called a strategy.

BRAIN BREAK

**PART II. Strategy or Plan (about 20 minutes) In this part of the lesson, students will review the parts of a print advertisement since that is what they will be creating in this pilot lesson curriculum. Then, they will learn about a ‘brief’/creative brief, which is a document that advertising people use to form a strategy for their advertising. They will also start brainstorming ideas. This can be done in small groups or for time/efficiency can also be done as a class activity.**

Parts of a Print Advertisement

We are going to make a plan and then actually create our own print advertisements for broccoli to encourage other children to try it. POWERPOINT: This is an example of a print advertisement. This one is for DelMonte Peaches. It was in a magazine. Print advertising can be in magazines or newspapers.

You can see the brand name, the product name – the visual or picture and the slogan. The slogan “Bursting with Life” is a short phrase to get you to think about the product in a certain way.

Here is another one for a smoothie (V8 SMOOTHIE) – POWERPOINT

Here is another print ad in a magazine. This one is for a smoothie. You can see the picture. The headline – (“So good it blows the lid off your regular smoothie”) is to attract your attention. There are words on the page that tell you about the product – this is called “copy” or body copy”. You’ll also find a slogan and brand name.

We are going to make something like this for broccoli using pictures, a headline and words.

Let’s Make a Plan for our Broccoli Advertising: CREATIVE BRIEF: the “plan” or set of instructions to follow when making the ad.

Our Product is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Our Brand Name is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(They can make up a brandname – maybe your name???

Some information or facts we know about it: Source of Information:

Some opinions about it:

Our audience for the ad is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Right now, this is what they know or think or feel about the product:

This is how we want them to think or feel:

We would like to use these adjectives or other words or “body copy” in our ad:

We would like to use these visuals and/or characters in our ad (you can draw or describe):

The main message will be:

We would like to use this headline or this slogan:

BRAIN BREAK

**PART III. Let’s Get Creative - Creativity (about 30 minutes) In this part of the lesson, the students will get to brainstorm or think of a lot of different ideas for their broccoli advertising. Your job is to guide /elicit their creativity – both in pictures and words. Ideally, the words and pictures go with the plan/brief – and can integrate some of the previous work (e.g., nutrition content, adjectives, opinions, etc). But maybe it’s also better if they can generate a lot of ideas first – then you can help them to channel their ideas into the “best” 2 or 3 ideas. As an individual, small group and/or class, you should be able to finish some examples of print advertisements for broccoli. Note that these can be ‘roughs’ – drafts – this is the way it is done in real advertising agencies. Please save/scan in/take photos of your advertisements and/or brainstorming so that we can feature these materials on the Illinois Extension and/or Illinois Advertising Department web site. Don’t worry if they are ‘rough’ – it would be neat to see the facets of the brainstorming process – pictures or examples of ‘many ideas’ – the best ideas – and the plan along with the final ads.**

Brainstorming: Now we are going to do some Brainstorming. Brainstorming is when you think of lots of ideas as a group. This is fun – let’s get started!

Before we start, here are some ground rules:

* One idea at a time
* Encourage wild & crazy ideas
* Go for quantity – as many as you can!
* Be visual
* Be positive
* Build on others’ ideas – “yes” – “and….”

(Brainstorming ideas/questions to get the conversation going:)

* What is fun /funny about Broccoli?
* What do you think a Broccoli character would look like?
* What would a broccoli character say?
* What would a broccoli character wear?
* What would a broccoli character sing or play?
* What would a broccoli character do?

What if broccoli was

…. a pet?

….a superhero?

….an alien?

….a princess?

….a third-grade student?

…a car?

POWERPOINT: )Next you can show them a few other examples of funny ads or pictures related to broccoli as another way to spark their imagination. You can also bring in real broccoli if you wish or print out pictures of broccoli.)

Layout: Design

After thinking about the words, the art director or creative person in the advertising agency thinks about how to design the ad – or where to put the pictures, the headline, the words. Let’s sketch some different layouts or ads.



Let’s spend some time now writing our ads. (This can be done as an individual activity, in small groups or as a class. Ideally, there will be some print advertising to show/share. )

(After they create the ads – OPTIONAL – you could review the ‘plans’ or Creative Briefs and see whether the PLAN and the ADS match. )

(Review the making an advertising process from Lesson 5.)

We have done a great job in this unit. We learned about healthy food – and how advertising is made. We did some extra research about broccoli. We made a plan and we created some great advertising for broccoli. This is what people do for a job and get paid money for it. Maybe we can see more advertising for healthy food.

We will see our broccoli ads on a website. Nice job!