|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Principles of Business, Marketing and Finance |
| **Lesson/Unit Title** | Advertising Target Audiences |
| **TEKS Student Expectations** | **130.132 (c) Knowledge and Skills**  (12) The student understands the scope of market identification. The student is expected to:  (A) explain the concept of market and market identification;  (B) identify market segments;  (C) explain the difference in market segmentation and mass marketing;  (D) define and explain the importance of target markets; and  (E) identify a target market for a product or service using market segmentation. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  Upon completion of this lesson, the student will be able to demonstrate how to advertise and communicate promotional messages to targeted audiences.  **Specific Objectives**   * Students will demonstrate how to advertise and promote messages to target markets. * Students will proofread ads for effectiveness. * Students will analyze ad performance. |
| **Rationale** | Deciding on a marketing communications strategy is one of the  primary roles of the marketing manager and this process involves some key decisions about who the customer is, how to contact them, and what the message should be. This lesson demonstrates how to effectively advertise and communicate promotional messages to targeted audiences. |
| **Duration of Lesson** | 3 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms**   * **Creative Plan -** A guideline to creating and constructing the advertising message. * **Target Audience -** A particular group of consumers singled out for an advertisement. * **Target Segment -** The subgroup (of the larger market) chosen as the focal point for the advertising campaign. * **Headline -** The leading sentence that is usually placed at the top or bottom of the ad; intended to attract attention and pull in the reader. * **Subhead -** A few words usually placed above or below the headline; usually provides more information about the headline * **Body -** The main text of the advertising message. * **Tag Line -** Sometimes called “slogan”, is a short phrase that helps establish an image and increase recall for the brand. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Projector/Presentation * Textbooks and Websites that instructor feels necessary * Print Ad Assignment Rubric   **Materials Needed:**   * Printer Paper * Assignment handouts * Magazines   **Equipment Needed**   * Computers for teacher/students with Presentation program and Internet access * Projector |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | (Day 1) Use Presentation as aid.  **SHOW**: Students presents slides and explains how important the target audience and target segment is to the advertisers. Go over the vehicle slide.  **ASK**: Students to name the target audience for each type of vehicle.  What made them come to these conclusions? What vehicle has the biggest target audience? What vehicle has the target audience most likely to change their mind about the product? Who would be the most loyal audience? WHY?  **EXPLAIN**: To the students when they identify the vehicles target audience how much time and research is put into the company message, branding a product, and how amazing it is that they can identify with this branding based on advertising they have seen. Go on to explain the research slide and all the elements advertisers must look for within the product.  (Day 2) Use Presentation as aid  **SHOW**: Students yesterday’s slides as review. Move on to the  Creative Plan slide.  **ASK**: Students if they read the print ads in magazines. If so, what makes them stop and read them? Discuss.  **EXPLAIN**: The elements what makes good advertising copy by showing slide.  **SHOW**: The students a few good examples of print ads found online.  Then show and explain the proofreading tips.  (Day 3) Use Presentation as aid.  **ASK**: Students how they think companies know if their ads are working. How do they analyze their own ads? Discuss as a class. Then show them the ad performance slide. Discuss elements of slide - including how ads make us think and feel. |
| **Direct Instruction \*** | 1. Advertising-Introduction    1. The importance of the Target Audience    2. Identifying products with their target markets 2. Presentation—Guided Practice    1. Creative Plan       1. Good planning       2. Good ideas       3. Good copywriting 3. Elements of Good Advertising Copy    1. Headline    2. Subhead    3. Body    4. Tag Line/Slogan 4. Proofreading Advertisements    1. Tips to Avoid Mistakes 5. How to communicate    1. Promotional messages to target audiences 6. Analyze ad performance    1. Do they get it?    2. Knowledge?    3. Attitude Change? 7. Independent Practice 8. Formal Assessment   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * This lesson may be modified to accommodate your students with learning differences by referring to the files found on the Career & Technical Special Populations page of this website (http://cte.unt.edu/). |
| **Guided Practice \*** | (Day 1) Lesson on identifying different target audiences and conducting research. (see above)  (Day 2) Presentation and lesson on good advertising copy and proofreading tips.  (Day 3) Presentation and lesson on analyzing ads. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | (Day 1) Students will be asked to work independently. They are to choose a product online and find 5 companies that all compete over the branding of this product. Find advertisements for each company.  The product can be food, apparel, electronics, etc. Students will analyze each ad, identify the target audience, features and benefits, and give an explanation to what company did the best job advertising their product. This can be put into a word processing document and turned in for a grade.  (Day 2) After introduction, have students create their own print ad for a deodorant targeting teen. They must include a Product name,  Headline, Subhead, Body, and Tag Line. This may be done in a word processing program or as a presentation slide.  (Day 3) After introduction, have students evaluate 5 advertisements that you show them. (Find any current good ad they can identify with)  Have them look at the ads and then answer the questions:  Do I get it?  Do I know about this product from the ad?  Has my attitude changed?  How does this ad make me feel?  Do I feel more positive or negative about this ad?  What ad performed the best?  Have them title each ad on their paper, and turn in.  What is a target audience? |
| **Lesson Closure** | * What research should be conducted about a product? * What is a good creative plan? * What are the elements of good advertising copy? * What are some proofreading tips to avoid mistakes? * How do companies analyze ad performance? |
| **Summative / End of Lesson Assessment \*** | Students will be evaluated on;   * Deodorant Print Advertisement (graded based on rubric) |
| **References/Resources/**  **Teacher Preparation** | **References:**   * **Textbooks**: **Advertising & Integrated Brand Promotion**. O’Guinn-Allen-Semenik. Thompson South-Western. * **Advertising**- Business 2000 Townsley South-Western. * **Marketing Essentials**, Glencoe/McGraw-Hill |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **English Knowledge and Skills**  **110.33(b)(1)(A) – Reading/Vocabulary Development**  …determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek or other linguistic roots and affixes.  **110.33(b)(1)(B) – Reading/Vocabulary Development**  …. analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.  **110.33(b)(1)(C) – Reading/Vocabulary Development**  …infer word meaning through the identification and analysis of analogies and other word relationships.  **110.33(b)(9)(C) – Reading/Comprehension of Informational**  **Text/Expository Text**  …make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.  **110.33(b)(11)(B) – Reading/Comprehension of Informational**  **Text/Procedural Text**  …translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables and diagrams.  **110.33(b)(12)(A) – Reading/Media Literacy**  …evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.  **110.33(b)(12)(B) – Reading/Media Literacy**  …evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media.  **110.33(b)(12)(C) – Reading/Media Literacy**  …evaluate the objectivity of coverage of the same event in various types of media.  **110.33(b)(12)(D) – Reading/Media Literacy**  …evaluate changes in formality and tone across various media for different audiences and purposes. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Extend the evaluating ad lesson by separating papers and find out whom the students choose as the best performing ad in rank. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)