



## Lesson plan

# Topic 3 - Running an advertising campaign

**Duration:** 4 lessons (4\*45 minutes)

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### Operational objectives:

#### Student is able to:

- Discuss the competition in the labour market.
- Give an example of unfair competition in the labour market.
- List the basic ethical principles in the labour market.
- Describe the advertised product.
- Identify the role and function of advertising.
- Plan an advertising campaign.

### Methods:

Lecture, discussion, group work, computer work, design thinking and flipped classroom methods

### Course of the lesson:

The teacher begins the lesson by discussing the concepts of competition in the labour market - as per Annex 1. It is crucial to discuss the ethical principles in the work environment.

Expected duration- 10 minutes

### ANNEX 1 – "The principles of fair competition in the labour market" presentation

#### Task 1.

Students in groups of three are to identify the market demand for a particular installation service. They use the Internet and catalogue data to achieve this. They analyse the worksheet data. Once they are done, they present their results to the other groups

Expected duration - 25 minutes

### ANNEX 2 – "Market demand for the service" worksheet



### Task 2.

Students together with the teacher jointly choose an item related to the installation industry, which they will analyse. The item must be present in the classroom.

Expected duration - 5 minutes

Once the item has been selected, the teacher discusses the process of acquiring information and memorising, as per Annex 3.

### ANNEX 3 – "Memorisation techniques" presentation

Expected duration- 10 minutes

### Task 3.

Students are divided into groups of three and receive a worksheet (concentration and memorisation exercise). If you want to sell something, you must feel it, see it, hear it. The students are to perform 3 examinations of the item analysed in the previous task:

- look at the item and list its features,
- listen to the manual / description of the item and list its features,
- cover your eyes, touch the item and list its features

One of the students is a sensor, the second is an assistant and the third one takes notes and observes the first one. In each segment we proceed as follows:

20 seconds - examination, 1 minute - break and 30 seconds - recording.

Expected duration - 30 minut

### ANNEX 4 – "Description of an item with the use of different senses" worksheet

Once the exercise is completed, the teacher presents the role of advertising and the criteria for successful advertising campaign.

### ANNEX 5 – "Advertising - success criteria" presentation

The teacher discusses the AIDA model with the students, which is an introduction to the next part of the class.

Expected duration- 10 minutes

### ANNEX 6 – "What is the AIDA method?" information package

Students are to gather, in the period between classes, the materials necessary to run an advertising campaign according to the received scheme (time to prepare - one week between classes)



#### Task 4.

Students in groups of three prepare an advertising campaign. The task is to prepare an advertising stand (a table with the item and appropriate surroundings), a press release (a short description of the item and its advantages), a business card and an oral presentation of the item. The presentations are to be made in a way that encourages potential buyers and industry experts. All groups must present the same item and communication between groups is not allowed.

Once they are ready the students present the campaign in front of other groups.

Expected duration - 45 minutes + 15 minutes for presentation

In order to determine the best campaign, participants evaluate other groups' campaigns according to the order of quality - the way it is done at the Eurovision Song Contest. The students award points from highest to lowest number. They don't evaluate their own presentation. The highest-rated presentation is awarded by the number of points equal to the number of groups, the next one gets the number of groups minus one, and so on.

Expected duration - 5 minutes

#### Task 5.

Students are asked to analyse a particular campaign using the Walt Disney method. The teacher divides the students who make up the other groups into three groups:

- Dreamers
- Realists
- Critics

Dreamers are to present an idealistic vision of the campaign, exaggerate its goals, create a fantastic picture of skyrocketing sales numbers of the product and satisfied customers.

Realists are supposed to assess the real value of the campaign and its actual reach.

Critics must list potential obstacles to the implementation of the campaign, point out its weaknesses and parts the implementation of which will definitely fail.

The concepts are verified immediately - each group, in turn, lists one feature of the campaign according to its role. Then, the other two review groups add their comments. The result is written on the board.

Expected duration - 25 minutes