

## Explo at Yale

### Course Curriculum Map

*14 class meetings per session*

*90 minutes per class*

Course: Advertising and Marketing

Instructor: Nick McMullen

PCA: Sam Osborn

Day	Essential Question(s)	Objectives	Activities	Assessment
Day 1 <i>Monday</i> <i>Week 1</i>	How do businesses persuade consumers to choose their brand?	SWBAT: Work in teams and solve a problem with people that they have just met.  -SWBAT: Call their classmates and instructor by name.  -SWBAT: Explain the Explo community expectations and give context to those expectations in our micro community.  -SWBAT: Differentiate	-Welcome students into class with a handshake and warm smile. I will introduce myself by welcoming the students to (Company name). I am the CEO and the students are some of the brightest and most creative young minds and I am excited to have all of them as employees. Together, we will navigate the world of advertising and marketing while fulfilling our clients needs and the needs of our business. (5 mins)  -Ice breaker: Each student will have a piece of paper taped on their desk. Every piece of paper is a part of a business slogan. There will be more than one slogan mixed in so to accommodate for the number of students in the class. I will pick slogans that are not extremely well known but that students should be able to figure out. The students must work together to decide the order of the cut up pieces of paper to put together the slogan. Students also have to decide which words go with which slogans, a good test of their previous knowledge of slogans. However, students must hold onto their piece of paper (no laying each piece of paper all out on the floor) and stand in an order so that each piece together makes the slogan. This should facilitate more communication and keep everybody participating, even the shy students. One important requirement for this exercise before	-See students holding their paper with a part of a slogan on it, walking around the room, and discussing slogans that might fit the pieces with other students. There should be mingling and conversation, with company names and well-known slogans being exchanged and students standing in ordered lines so to complete the challenge of ordering the words into coherent slogans.

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		<p>between marketing and advertising and utilize vocabulary related to both.</p>	<p>starting: every communication any student makes with anybody else must be prefaced with a handshake and name, every time. This is good practice for giving confident introductions and also requires students to say the name of their classmates multiple times. Once the students decide they are all in the right order, I will go down the line and have each student read their piece of paper. Once I get to the end of the line the entire slogan will have been said. See if any students can identify the company. (20 mins)</p> <p>-Advertising vs Marketing: I will have several marketing and advertising words displayed on the whiteboard. I will count off students and have 1's gather on one side of the room and 2's gather on the other. The 1's have the freedom to utilize any materials in the room and any medium they choose to display what marketing is (skit, short presentation, just let students be creative and choose). The 2's will have the same task, except instead of marketing their subject is advertising. The vocabulary words on the board should serve as hints as to what each are, but both groups should find a way to incorporate each vocabulary word into their demonstration of their topic. 15-20 minutes of preparation and 5 minutes to present. There will be a short discussion about connecting the differences and filling in the gaps after the presentations. (25 mins)</p> <p>-Introduce discussion norms for our marketing agency. Assignments for facilitator, timekeeper, scribe, ect. Set up the discussion to talk about norms in the classroom, behaviors that we can all agree on as acceptable and unacceptable. Discuss workplace and Explo community rules (Be Safe, Be Kind, Be True). How do these apply to our workplace specifically? What do we want our workplace to look like? How will we handle conflicts as coworkers? Have students say out loud their thoughts and have a scribe write this information down on the whiteboard. Each student will then select a word from the board and come write in on a sticky sheet of poster paper that we will post as our</p>	<p>-Teacher will hear students calling each other by name and see them shaking hands.</p> <p>-Teacher will see and hear students act out in skits what their definitions of marketing or advertising are and explain the differences between the two. These should include, most importantly, noting that advertising is merely a part of marketing. Marketing encompasses all business activities related to the image of a business, while advertising focuses on the specific, targeted messages that businesses send to consumers via radio, print, television, ect.</p> <p>-Teacher will hear students articulate and discuss their</p>
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			<p>class norms. (10 mins)</p> <p>-Give a pitch Explain to the students that this is their first run, of many, giving pitches. Tell students that they are to choose their dream job at the moment, any job, and think of some benefits and things that make them most excited about that particular job. Assign pairs of students to facilitate communication between students who are unfamiliar with each other. Each pair will have 5 minutes to brainstorm the most convincing pitch for their job, including advantages, possibilities for career advancement, benefits of employment, ect. They are to make their job sound as exciting and beneficial as possible to their partner when giving the pitch. After the 5 minute brainstorming period is up, each partner will get 1 minute to give their pitch to their assigned partner. After each partner gives their pitch, they must decide which job pitch they think is stronger to bring forth to a larger group. Each pair will briefly give a 1 minute pitch to their smaller subset group. After each pair has given their presentation within their smaller group, the group will discuss amongst themselves which pitch they believe is the strongest. The strongest pitch selected from each group will be pitted against each other in a final round. The final round will consist of the entire class watching and evaluating the two remaining pitches. After both pitches are made, I will have all students sit down, put their heads down, and raise their hand for the job/position that they would rather have based on the pitches they heard. I will write the vote results on the board and we will declare a winner. Ask the winning group to briefly describe the process that they followed when creating and delivering their most convincing pitch. (25 mins)</p>	<p>opinions to establish class norms. This should include acknowledgement of Explo community rules and our discussion norms and roles. These should revolve around communication in the classroom since it is such a vital part of our classroom culture.</p>
Day 2 Tuesday	How do businesses	-SWBAT: Create a vibrant display of	<p>-Opening questions and organization Ask students what concerns and questions they have remaining</p>	-See students conversing,

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<p><i>Week 1</i></p>	<p>persuade consumers to choose their brand?</p>	<p>agreed upon workplace norms.</p> <p>-SWBAT: Connect the 4 Ps of advertising to a company..</p> <p>-SWBAT: Articulate their personality/leadership style.</p> <p>-SWBAT: Categorize real-world career positions by leadership style..</p>	<p>from yesterday. Take a few minutes for students to close their eyes and gather their thoughts. Sometimes, a couple minutes of quiet time can make a big difference in the attitudes and experience of people throughout the day. (5 mins)</p> <p>-We have received a request from a new startup company called Bucketfeet. They would like us to analyze their place in the market using a basic element in marketing called the 4 P's. I will provide each group with a handout extensively detailing the company in the context of each of the 4 P's. This will allow students to look at the information and process it rather than spending their time and energy researching. Split the class into four groups. Group 1 will analyze the product. Group 2 will analyze the place. Group 3 will analyze the price. Group 4 will analyze the promotion. After each group comes up with a compilation of information on the company, they will report on how their "P" fits into the company and make a recommendation on how the company should proceed. With a marketing plan. I will "compile" this information and "send" it back to the company and see where they want to go from here. (30 mins)</p> <p>-Personality compass: Each wall in the room will be North, South, East, or West. North -&gt; Natural leader, goal-oriented, fast-paced, task-oriented. South -&gt; Natural team player, process-centered, deliberate, good listener. East -&gt; Natural planner, quality-centered, analytical, organized. West -&gt; Natural risk-taker, idea-centered, creative, innovative. First, each student should turn to a neighbor and discuss some jobs that might fit under each category. I will have large poster papers hanging in four spots around the room coinciding with each cardinal direction on the personality compass. Students will stand up and circulate around the room, writing potential jobs on each paper. Debrief the conversation quickly by asking students as a group which jobs they associate with which characteristics. Students then return to their desks and will fill out their personality compass sheet. They will then stand in the part of the room that the</p>	<p>designing and writing their assigned norms on our class poster, which will be displayed in class.</p> <p>-Teacher will hear students in groups discussing their assigned "P" and see students writing down information. Later, each group will stand up and give a summary of their findings and a recommendation. This summary should include a synthesis of specific information that was provided for them about the company and a recommendation on how to improve their position in each "P."</p> <p>-Hear students sharing possible jobs that would fit under each leadership category with a partner. This sharing should lead to</p>
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			<p>compass sheet tells them to. Note the differences in groups. Why might this be? <b>Personalities are all different and each of us fits into the world a little differently. Nobody is completely one cardinal direction.</b> After gathering in rigid groups, students should migrate to a location that suits their individual personality better (NW, SE, NNE, ect.). Hopefully this naturally forms somewhat of a large circle in the classroom. Explain that a compass is a 360 degree tool, meaning that there is room for each of us to contribute and be similar, or different, without being identical or opposite. To finish class, pass out sheets with examples of jobs that fit into each personality category. (40 mins)</p>	<p>writing on each poster paper sheet in 4 locations in the room, filling out a personality quiz, and discussing personality traits with others that had similar results.</p> <p>-Hear students discussing with classmates the jobs that might be a good fit for their leadership characteristics. These jobs should at least relate to marketing or advertising. They should also explain why their personality characteristics fits so well with a certain job or responsibility.</p>
<p>Day 3 <i>Wednesday</i> <i>Week 1</i></p>	<p>How do businesses persuade consumers to choose their brand?</p>	<p>SWBAT: Assess their and others' initial reaction to a brand.</p> <p>SWBAT: Rebrand a company based on knowledge of</p>	<p>-Students will enter the classroom. I will ask them to reflect on themselves and look at the brands that they are wearing today. They are to take out a sheet of paper and draw the first thing that comes to their mind when they think of that brand. Ask these supporting questions: Is your reaction good or bad? Is it just a coincidence that you were wearing this brand today or did you make a conscious decision? Why might this brand elicit that reaction from you? After that, have students pair up and do an</p>	<p>-See students reflecting on the brands that they wear and drawing or writing something on a piece of paper that reminds them of that brand.</p>

		<p>current trends and popular products.</p> <p>SWBAT: Analyze the rebranding process in a reflective manner.</p>	<p>initial reaction exercise verbally. The one partner will say a brand and the other will say the first word that comes to their mind when hearing that brand name. Partners will do this for 30 seconds and switch. We will debrief this activity with a larger group discussion centered around these questions: Why do these brands elicit these kinds of reactions from each of us? What factors play into forming these brand perceptions? Why is it so important for a company to maintain a positive perception among consumers? (30 mins)</p> <p>-Today, a company by the name of Kodak contacted me. They are concerned about their brand image and perception and have asked our company to completely rebrand them. They feel like they are behind the times and want the youth to help catch them up. . I will split the class into two groups. Explain that both groups are to completely rebrand Kodak. Lay out expectations: this should include a new slogan or brand promise, a strategy on how to reach today's youth in the photography industry (think technology and social media!), and a new logo. I will circulate around the room to both groups and ensure that tasks are being divided up and work is being completed efficiently. (45 mins)</p> <p>-Group discussion and debrief: Have each group give a brief summary of their work rebranding Kodak and show any work to the group. After both groups have summarized, ask some questions to push discussion: Why do you think groups chose different/similar rebranding strategies? How are our personal experiences and preferences reflected in the rebranding that we did? Is it a good thing to have personality in a brand? What challenges did you encounter during the rebranding process? (15 mins)</p>	<p>-Hear students discussing possibilities for Kodak to appeal to the younger market. These discussions should include what the demands of the technology-savvy market is, including social media compatibility, instant feedback, and portability. These elements and others should be incorporated into a slogan or brand promise as well as an effectively redesigned logo.</p> <p>-Hear students in large group discussion relating the rebranding of Kodak to the preferences of society. These changes were negatively affecting Kodak because it was branded before social media became part of</p>
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				mainstream culture.
Day 4 Thursday Week 1	How do businesses persuade consumers to choose their brand?	<p>SWBAT: Relate ethos, logos, and pathos to a specific product.</p> <p>SWBAT: Create an oral presentation summarizing their findings.</p> <p>SWBAT: Connect a psychological reaction to a word to the priming technique in advertising.</p>	<p>-One of the most important facets of creating advertisements is deciding how you want to appeal to your audience. There are three vital methods of persuasion used in advertising: ethos, logos, and pathos. We have just signed a contract with Apple and they have asked us to create four advertisements to be part of their new marketing campaign for the iPhone 8. Group 1 will create an advertisement using logos and another using pathos. Group 2 will create an advertisement using ethos and another using pathos. The advertisements can be in any medium the groups choose. (50 mins)</p> <p>-Groups will present/demonstrate their advertisements. Each group should explain why their advertisement uses that specific method of persuasion (ethos, logos, or pathos). (15 mins)</p> <p>-Intro to psychology: What makes the consumer brain tick? I want my employees to find out. They are to pair up, regardless of group, and say certain words. Any word. Their partner should say the first word that comes to mind. I will tell the pairs when to switch roles. Each pair should share with another pair about what they discovered in the activity. I will then ask each group of 4 to relate their discoveries to marketing and give a suggestion for what our company can do to apply this. We will then discuss and brainstorm as a large group why certain brands elicit the reactions they do. Ask the class to give some examples to spur discussion. (25 mins)</p>	<p>-See students writing and discussing a strategy to build these two advertisements focused on different persuasive techniques.</p> <p>-Hear and see students presenting their advertisements to the class and after, hear them identify where they used the specified persuasive technique.</p> <p>-Hear students responding quickly to words said by their partner. Students will connect the word “priming” to their call and response activity using context and previous knowledge of the word. Students’ responses should</p>

				include opinions about why certain brands elicit certain feelings from each individual.
Day 5 <i>Friday</i> Week 1	How do businesses persuade consumers to choose their brand?	<p>SWBAT: Construct and deliver a convincing sales pitch.</p> <p>SWBAT: Create a new brand in a market that they are familiar with.</p> <p>SWBAT: Summarize their work by connecting elements of their brand to each other.</p>	<p>-Sales pitches: As employees for an advertising and marketing firm, we all should know how to give an effective sales pitch. I will give a product or brand for which the students must give the pitch for. I will have as many brands in a hat/other container as there are students. Each student will draw a brand and this is their assigned brand to give sales pitches on to each of their classmates. Half of the class will line up opposite the other half. Every person will have 30 seconds to give a sales pitch to the person across from them before I tell them to switch roles. Everybody will rotate until we return to our original spots. Ask for volunteers to share their sales pitch to the entire class. (20 mins)</p> <p>-The shoe industry is a diverse and exciting industry. We must come up with three separate brands that fit within the shoe industry. This includes a brief summary of their target market (age, gender, location, interests), a brand name, brand image, slogan, and a logo. Split teams into 3 groups of 6. Tell students to consider their interests and personalities when deciding who they want to target their brand at. We will have large sheets of paper and markers for the students to do their creative work on. Have each group step through the process, first starting with deciding which population would be the best to sell the product to and moving down the previously stated list. After each task is completed, groups should check in with me so I can ensure that each group is making adequate progress and being detailed. (40 mins)</p> <p>-All three groups will then present their work to the class in summary form. After a group finishes presenting, I will ask them to justify their choices. Why did you think this specific target</p>	<p>-Hear the students conversing and giving a sales pitch to the student across from them based on the brand assigned to them. This pitch should include listing the benefits of the brand, uses for the product, and most importantly eye contact and confidence when talking.</p> <p>-Hear students talking about the shoe market and which demographic they would like to target with their new brand. This discussion should lead to a summary of a target market and will help get the creative process started to form a brand name, an</p>



			<p>market was a good fit? How does your intended brand image fit into your target market? How does your logo relate to your target market? Teams then will have 15 minutes to get together and create a slogan for our company. This slogan should encompass our personalities and what we do every day. (30 mins)</p>	<p>intended brand image, a slogan, and a logo.</p> <p>-Hear students presenting and justifying their choices for a brand. This should include relating the target market's choices and lifestyle to the intended image. Each student should be involved in the summary of the work in some capacity, whether it is through speaking or demonstrating the work completed.</p>
<p>Day 6 <i>Monday</i> Week 2</p>	<p>How do companies conduct market research to determine a target market?</p>	<p>SWBAT: Personalize a message to a specific target market.</p> <p>SWBAT: Distinguish brands by market position subjectively.</p> <p>SWBAT: Analyze data to determine a target market</p>	<p>-Target market practice: Everybody will stand up and mingle. Like a more chaotic musical chairs, I will play some music and when I stop that music each person will pair up with the person closest to them. I will then say the name of a product and a target audience (friend, grandmother, the Pope, ect.) and the pair will have to try to sell that product to that specific audience. After several rounds of this, have two students volunteer to demonstrate in front of the class. The students will then return to their seats and briefly give their thoughts on how they adjusted for each target audience. What was the most important piece of the pitch to effectively reach their audience in their opinion? (10 mins)</p> <p>-So now we can cater to a target market, but how do we actually</p>	<p>-Teacher will see students adjusting their mindset, posture, and tone of voice to accommodate a specific target market.</p> <p>-Hear students say keywords that they associate with each brand positioning.</p>

		objectively.  SWBAT:Plan the beginning phases of the final project.	<p>identify one? I will give students a handout with some simple steps to take in order to determine a target market. The first step is to understand the brand positioning and product very thoroughly. Split the class into four groups and assign each group a type of brand positioning (user, benefit, competitive, price-driven) and have them brainstorm keywords/products. As a brief look-in for the activity: user-centered brand positioning would focus on a specific user or type of customer. Some examples of keywords and products could include specialization, niche market; soccerball, baseball cleats. Benefit-centered would include ideas such as: luxury, outpacing competition, Audi, and so on. Each group will briefly present their keywords and possible products or brands to the class and give a justification to develop their own understandings of the definitions of each position. As a follow-up, each group will draw a piece of paper from a hat with one of the four brand positions written on it. They must think of an existing brand and/or specific product that positions itself in this manner and then infer its target market. Identify this way of describing a target market as a <u>subjective</u> method. (30 mins)</p> <p>-Objective target market analysis: I will create some mock survey data/information that students will analyze. This data will consist of histograms of ages of customers, summary statistics about sales, information about gender, a linear regression related to sales and marketing, and other pieces necessary to building a target market. There will be no company names attached to this data so students have a fresh perspective. As it is difficult for students to uncover this data on their own, I will provide the essentials. I will have two “survey summaries” each with different data. There will be 4 groups, two groups will get Survey 1 Results and two groups will get Survey 2 results. The first step in analyzing the data is for each group to frame their potential target market. This means creating a foundation that can be built upon (age range, gender, location). After each group is able to look at the data and write a brief description of their target market, the</p>	<p>-Hear groups brainstorming specific brands that fit under their assigned brand position. This brainstorming should include discussion about brand image and perception, price, features, ect.</p> <p>-See students interpreting the provided data and hear them making inferences about target markets based on their interpretations.</p>
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			<p>groups will combine with the other group that has the same data as them. These two larger groups should combine their perspectives to paint a larger, more detailed picture of their target market. Then, each larger group will present their findings and make an inference as to which company this data might have come from. Each member of the larger group will be required to make a contribution to the verbal presentation. I will make sure to clarify this requirement as groups begin strategizing for presentations. To wrap up the activity, assign groups a company name or brand and have them construct their own data using their knowledge about the product and inferences about who might purchase it. Encourage students to consider both primary and secondary markets when they consider this market data. (40 mins)</p> <p>-Introduce final project: On top of working behind the scenes as marketing and advertising consultants and data analysts, our company will also be selling a specific product (TBD) for the Explo program in the Explo community. Explo came to us to sell this product because we are the most equipped company to make the most of this product's potential. However, we must first think about the information we need order to be successful in our promotion and selling of the product. I will reveal groups of 4 that I put together based on the personality/leadership activity. To end class, brainstorm and large class discussion about the possible information we will need to maximize our product's potential. (10 mins)</p>	
<p>Day 7 <i>Tuesday</i> Week 2</p>	<p>How do companies conduct market research to determine a target market?</p>	<p>SWBAT: Apply ethical market researching techniques in a skit.</p> <p>SWBAT: Implement a focus</p>	<p>-Marketing research ethics skit: Without explaining any of the terms in depth, I will write on the whiteboard some ethical and unethical behaviors in marketing research. We will split into 4 groups. I will assign 2 groups to demonstrate ethical practices and the other 2 unethical. They will have 5 minutes to brainstorm and 1 minute to present. Groups that are not presenting should identify the behavior(s) that the presenting group is demonstrating. After each skit we will quickly debrief and talk</p>	<p>-See students acting out appropriate situations to demonstrate an understanding of marketing research ethics.</p>

		<p>group.</p> <p>SWBAT: Develop appropriate questions for market research.</p> <p>SWBAT: Articulate an attainable plan to conduct market research.</p>	<p>about the behaviors that each observing group noticed. Make sure to bring up the approach if it is not highlighted. This is a vital element of face-to-face marketing research.(15 mins)</p> <p>-Determining what customers like: We will run a focus group that is led by me (teacher) first and slowly transitions to being student-led. We will rearrange chairs into a circle. I will show two products from a projector on the whiteboard or simply on my computer screen. I will ask some questions about the products: (comparison) Which one is more appealing to the eye? Which product would you buy if price was not a factor? Would you purchase the product on the right even if it were more expensive than the one on the left? I will have several guiding questions available, but after asking a few questions and the students become comfortable with the setting, I will pass the question asking to another student and we will move around the circle. We will ask three questions about each product or product comparison, so I should have 6 products/product comparisons ready to show. All students, whether asking a question or not, should be recording observations and data. I will make sure to remind them of subjective and objective analysis techniques that we covered yesterday as well. These can serve as guides for asking questions and getting the data that we need in our own market research. (30 mins)</p> <p>-Debrief the focus group. Open the floor for questions first. Make sure to clarify that a focus group has its limitations but many of the questions asked in the focus group can serve as guides for designing questions for their market research in the Explo community. (3-5 mins)</p> <p>-I will provide the students with a handout with information on developing marketing questionnaires. It will consist of mostly guiding questions that require students to think about the information they want to discover from their research. There should be an equal emphasis on subjective and objective</p>	<p>-Hear students responding to and asking questions relevant to product opinion and target market research.</p> <p>-See students taking notes on the types of questions that are asked at the focus group in order to better formulate questions relevant to their own market research.</p> <p>-See and hear discussion about relevant questions to ask when collecting data. Students should also be defining specific roles for each member of the group for research collection.</p>
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			<p>questions. First, groups need to create a list of information that they believe is important to gather in their survey. This should help guide them when writing questions. Each group should check in with me about their list of information and then can start developing questions. As students begin to get stuck, as them these guiding questions: What practical information do we need in order to best position ourselves to sell this product? Best location, best time, best demographic to target? Groups should come up with at least 3 questions for each subjective and objective data. After groups have finished creating survey questions, we will gather together as a whole class and discuss the facts that each group thinks are most important to gather in their market research. Why might these be important? Why were there so many similarities/differences between the facts you wanted to gather? Have groups read some of their objective questions out loud. Even though they are worded differently, are they still collecting the data that we want to collect? (40 mins)</p> <p>-As they are developing questions, I will call groups up to talk with me about their strategy. Questions: Who will be collecting what data? Where will each of you collect your data? Will each of you target a specific population or a different one? Will each of you ask the same set of questions or different questions?</p>	
<p>Day 8 <i>Thursday</i> Week 2</p>	<p>How do companies conduct market research to determine a target market?</p>	<p>SWBAT: Extrapolate from their traditional understanding of marketing to include other forms of promotion.</p> <p>SWBAT: Synthesize their knowledge of</p>	<p>-A different mindset: Marketing and advertising is not all about consumerism. Students will pair up with somebody new and brainstorm two ways that marketing and/or more specifically advertising is used to promote something other than a product or service. (e.g. personal brand/image of celebrity, publicity stunts, social movements). We will share out after 5 minutes of brainstorming. (10 mins)</p> <p>-Mini project: I will divide the class into two groups. There are many nontraditional marketing projects in the world that do not involve creating a product and selling it. In order to demonstrate the innovativeness of our company, I want to come up with a</p>	<p>-Observe students interacting and speaking about possible ways to utilize nontraditional marketing.</p> <p>-Hear students discussing social and ideological</p>

		<p>society and marketing to create a marketing strategy for something that is not a tangible product.</p> <p>SWBAT: Associate tone of voice, inflection, and vivid description with product perception.</p>	<p>couple of nontraditional marketing plans to demonstrate to potential clients in the future. Each group must decide on a nontraditional form of marketing to create a promotional plan for (promoting an athlete, social movement e.g. “Got Milk?”, ect). Groups will first begin by discussing what they would like to market. They have at most 5 minutes to submit a proposal to me, either verbally or on paper. Proposals can be either an example from real life or a fictional situation, but they must be approved by me and should not be the same as the other group. Groups will then come up with a promotional plan once I approve their proposal. I will assist the groups in delegating the work, but will not define concrete roles or positions. Every student now has an idea of what needs to happen in order to build up a successful brand based on our work the last two weeks. The first steps that should be completed today include: selecting a nontraditional marketing task (5 mins), determining the target market (loosely) (5 mins) developing a slogan (10 mins), and creating a logo (10 mins). We will wrap up this project on Day 9. Total today (30 mins)</p> <p>-”Got Milk?” Discussion: Have the class sit in a circle for discussion. Are you aware of the “Got Milk?” campaign? What is your opinion of it? Who actually is in charge of the campaign? Why might they be leading such a campaign? There are many directions this discussion could go, but the goal is to have this turn into a discussion about the perceptions of dairy farmers and how this campaign is beneficial to the tarnished images given to them by animal rights activists for inhumane living conditions for dairy cattle. Do you think the various celebrities know the causes that they are promoting when they agree to be in an advertisement for this campaign? Is it ethical for the promoting agency to hide itself in the background while only promoting their product and not what they do to make the product? What other companies can you think of that use similar tactics? (15 mins)</p> <p>-I will have pieces of paper cut up with a well-known brand name</p>	<p>concepts that could benefit from strategic marketing and see students utilizing materials and tools in class to create slogans and logos.</p> <p>-Hear students synthesize their knowledge of advertising and target markets to compile and present an effective radio advertisement.</p>
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			<p>on each. We will pair the students up and each group picks a piece of paper and is assigned that brand. I will then hand them an item from the classroom, such as a stapler, eraser, pen, water bottle, or notebook and they have to determine how to sell that product to the class underneath that brand's umbrella. The only stipulation is that each of these brands wants the advertisement to be on the radio. This makes the task much more difficult because words must be chosen carefully and tone of voice will dictate how listeners classify the product (affordable, classy, delicious, handy, trendy). We will take 5 minutes to get settled into pairs, hand out brand assignments and products, and answer any questions. The pairs will then have 15 minutes to come up with a strategy, including inventing any features for the product they would like. The only requirements: it is a radio ad and the product is presented within the realm of the brand assigned (aka directed at the appropriate target audience). Each group will have at most 1 minute to present. Groups that are not presenting should not be working on their radio advertisement at this time, they should be listening and writing down takeaways from each presentation. To enhance the audio-only theme, the audience must turn around and will not be able to see the speakers as the advertisement is playing, though they should still be writing. After each presentation, I will take one plus (positive) and one delta (area for improvement) as feedback from the audience about their audio experience with the ad. (25 mins)</p> <p>-Wrap up by debriefing the audio activity. Why is it important to pay attention to the different individual senses of an audience? Think back to an advertisement or instance where using only one medium of communication or appealing to only one of the human senses with an advertisement may be more effective than using multiple senses? Why? (5 mins)</p>	
Day 9 Friday Week 2	How do companies conduct market	SWBAT: Create a strategy for selling a product on	-Initial project preparation: Groups should convene to strategize and discuss their product, knowledge of campus, where it would be most advantageous to sell their products on campus, and how	-See groups gathered in a circle discussing and

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	<p>research to determine a target market?</p>	<p>campus.</p> <p>SWBAT: Synthesize information previously given to produce a complete marketing strategy.</p> <p>SWBAT: Define concrete roles for each group member for the sales project.</p>	<p>they would like to combine visuals with appropriate supplemental description of the product to the prospective customer when actually selling. While groups have not created any visuals (posters) yet to promote their product, they should be considering promoting it via word-of-mouth before selling day. This activity should start getting the students thinking about how they would like to coordinate visuals with location. Explain that they will be selling their products on Monday and Tuesday. IMPORTANT! Halfway through our meeting time, or when I detect a lull, I will tell students to take one last consideration of where they would like to sell their product on campus and submit a location to me (subject to approval by Explo admin of course, maybe I can have a list of predetermined locations?). Locations are first-come first serve. This should create a competitive environment as the students hurry to finalize the best location to sell their product. (20 mins)</p> <p>-Students will reconvene with their partners from yesterday's nontraditional marketing activity. They should be finalizing their slogans and logos. The logo can be anything, but the students should be able to clearly make a connection between their logo, slogan, and mission statement when asked. When students claim to be done early, I will ask them what their purpose and goals are for marketing their topic, which media would specifically be of interest to promote such a thing, how budget might affect their considerations depending on their topic, and what their big idea is to make this go viral. After 30 minutes to finalize these things, each pair will have 2 minutes to present, including explaining how they plan to make their topic go viral, like every good marketing company should want. Students not presenting should evaluate each presentation. Students on the left half of the room will look for body language only. Students on the right half of the room will listen for persuasiveness in the tone of voice only. Share quickly one plus and one delta at the end of each presentation based on their specific observations (50 mins)</p>	<p>writing down strategies and concrete tasks to be completed on sales day.</p> <p>-Teacher will receive and approve written proposals from groups for selling location as well as tangible measures of success for selling days.</p> <p>-Hear students discussing and writing down/drawing logos, slogans, and steps to take for marketing their concept and making it go viral.</p>
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<p>Day 10 <i>Monday</i> Week 3</p>	<p>What does implementing a successful marketing plan look like?</p>	<p>SWBAT: Connect information provided about selling day to successful operations during the project.</p> <p>SWBAT: Design appealing promotional materials for their tables.</p> <p>SWBAT: Vocalize their pitch in a simulation of selling a product to prospective customers.</p>	<p>-Final project preparation day: We will first take a walk around campus and discuss locations previously determined by groups that they will be selling their products. We will finalize locations for posters, tables, chairs, money, and other items as necessary. Each student will take notes about the important tasks that must be taken care of and how they must be done. (25 mins)</p> <p>-Create and finalize posters, all visual and artistic materials for selling days. Encourage them to create multiple posters (delegate tasks appropriately) that supplement each other. This could be done in many ways, but one example is using an entire poster just for the product name and another poster for graphics/displaying the product and all of its features. They should be considering their overall selling philosophy associated with the product that they are selling, including their slogan, logo, mission statement, and brand identity. Students can be creative and may decide not to use posters in the traditional manner. There is much room for creativity here and I will do all I can to guide students and encourage innovativeness when thinking about <u>how they will make their product stand out from the competition</u>. (45 mins)</p> <p>-Practice pitches using their visual/other materials. This should be a simulation of how they will approach being on the sales floor (out in campus) trying to convince members of the Explo community to purchase their product because it is “better” in</p>	<p>-See students making eye contact and responding to questions as the teacher presents essential information for sales days and some consequences of not following directions, such as missed sales time, lost inventory, upset faculty members or administration..</p> <p>-See students gathered around working on different tasks to finalize any posters and other materials that will be needed for sales day and for promoting their product on that day.</p>

			<p>some way than the competition. Groups will have 10 minutes to discuss this and must incorporate every member of the group in the presentation. This should be as realistic as possible to simulate the roles that each group member will have in the selling process. In order to get students back on track if it strays from realism, I will make a loud beeping sound like a tractor in reverse, indicating that the presenters need to reverse or change course. (20 mins)</p>	<p>-See students practice their sales pitches for their product as if they were out on campus selling. This simulation should build confidence and allow students to test out different techniques to bring potential customers to their table.</p>
<p>Day 11 <i>Tuesday</i> <i>Week 3</i></p>	<p>What does implementing a successful marketing plan look like?</p>	<p>SWBAT: Differentiate between ethical and unethical sales tactics.</p> <p>SWBAT: Organize and assign tasks to be completed on the sales days.</p> <p>SWBAT: Conduct an accurate and precise inventory of their initial stock.</p> <p>SWBAT: Deliver an effective elevator pitch about themselves.</p>	<p>-Ethical selling practices: I will write on the whiteboard a few characteristics of unethical selling (aggressiveness, guilt, bait-and-switch, bribery, ect.) and then count off groups of 4 . Each group can come up with their own skit and storyline and they will decide whether their skit is ethical or unethical, but will not tell the other groups. The students that are not acting out a skit at the moment are members of a jury that will deliberate and decide if the behavior in the skit was ethical or unethical. After the jury gives their verdict, the group will reveal if the jury was correct or not. (15 mins)</p> <p>-Students will gather in their final project sales groups at this time and finalize roles and tasks of each group member. Some tasks and roles can be fun as well. Students can have roles like: Director of First Impressions, Fun Coordinator, Ambassador of Buzz, ect. This will include a written list of roles and tasks that must be completed when they set up to sell, during sales time, and after sales time. I will expect both groups to have a finalized detailed list that they can refer to. I will review this list and then charge one student in the group with caring for the list and ensuring that each task is completed on the list on sales days. (20 mins)</p>	<p>-See students acting out well thought-out situations to demonstrate knowledge of ethical selling practices to prepare for selling later today. This should include recognizing and identifying unethical behavior such as over-aggressiveness , guilting potential customers into making a purchase, bait-and-switch, and bribery.</p> <p>-Teacher will circulate the room and see students</p>

			<p>-Inventory discussion: students MUST inventory items because it's crucial that they know that things can't be given away to their friends, RA, etc. I will make the procedure for checking their items in and out of the Curriculum Office (they won't take the items back to the dorms with them when they are done with selling.) Answer any remaining questions. After, students will take an initial inventory of all their items. When students take inventory, we will have a competition to see who can come up with the best song or rhyme to help them remember their inventory. (20 minutes)</p> <p>-Why did I not think of that?: Ask students what they think elevator pitches are. Short discussion to help define and better understand an elevator pitch. Show <a href="#">this video</a> to demonstrate an elevator pitch. Have students analyze the pitch while it is happening. Ask questions after: What elements of this short pitch make it so thrilling (give concrete examples)? Or were you bored? Why? What did you notice about the speaker? What type of information did he give to the audience? (10 mins)</p> <p>-Now, students will get into pairs to give elevator pitches. The first person to give the elevator pitch to their partner will do so to try to get a prestigious job, despite their relative inexperience. The second person will give an elevator pitch trying to sell a new business idea to an investor. I leave these wide open so students can be creative and create an elevator pitch that suits them. Students will have 10 minutes to prepare their pitch, which should be no longer than 90 seconds. After each student presents to their partner, we will have a short large-group discussion reflecting on what worked and what didn't for each of these pitches. Encourage students to be honest with themselves. (20 mins)</p> <p>-The remaining time will be used to answer any questions or concerns about sales day and remind students to take inventory</p>	<p>discussing and writing down/finalizing roles. Students will respond to questions about their roles and readiness to execute a successful sales day.</p> <p>-Teacher will help students write down initial inventory of all of their materials and verify student counts. This should culminate in a song or rhyme to help them remember their inventory.</p> <p>-Observe students enthusiastically engaging with their partner in discussion to try to talk about their positive qualities and ideas. . This discussion should consist of convincing facts and logic (logos).</p>
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			before and after each sales time. After free time, they will check all of their materials into the curriculum office and check them out again when sales time begins on Wednesday. (5 mins)	
Day 12 <i>Wednesday</i> Week 3	What does implementing a successful marketing plan look like?	<p>SWBAT: Design a marketing plan for a mobile app.</p> <p>SWBAT: Experience the importance of clear communication in the workplace, especially when developing a marketing plan.</p> <p>SWBAT: Create a promotional strategy based in social media about the product that they are selling on campus.</p>	<p>-Begin class with a discussion and reflection on how our first sales time went. Make a list on the whiteboard of challenges and successes. Reflect on these and discuss necessary steps to take to remedy the challenges for sales time today. (10 mins)</p> <p>-Contract: A company called Ascension is just beginning to enter the market and its specialty is to find the lowest flight fare for its customers on any given day. Not only that, it has a nearly unflappable algorithm that predicts the trend of airfares and notifies users when the ideal time to purchase a plane ticket is. They are having a difficult time breaking into a market dominated by similar, more established companies (Expedia, Hotels.com, Trivago, Bing Flights/MSN) that are based on the internet for computer users. Ascension is a company that relies heavily on convenience, which these days means syncing with mobile devices. This is why they have developed a state-of-the-art mobile app and have somewhat neglected the website portion of their business. We must develop a concrete plan that Ascension can follow forward to promote their app and service and break into the market. Important information: the app is free and Ascension makes money from advertising within the app. Students should pair up and discuss a strategy (including: loosely identifying a target market, deciding which medium would be most effective to advertise in, ways to bring attention to Ascension, and strategic placement of advertisements to reach a target audience) that would bring the most publicity and excitement to Ascension. Each pair will discuss for 3 minutes, then they will find another pair to match up with. These groups of 4 will discuss, compromise, and combine their ideas to have an improved plan with more input and insight. After 5 minutes of discussion in these groups, I will again tell the groups of 4 to combine with another group of 4 and share their strategy, so now</p>	<p>-See students writing ideas down and discussing ideas for marketing an app in pairs, then pairs turning into groups of 4, then groups of 8, then the whole class will discuss together to come to consensus. Hear compromising and debate among students for the best strategy.</p> <p>-Hear students evaluate the purpose of the telephone game by answering questions posed by the teacher about the importance of clear communication in the workplace.</p> <p>-See students applying social media marketing to their own product through discussion,</p>

			<p>we have 2 groups of 8 (approximately). These groups will discuss for about 7 minutes and come to a newly evolved consensus plan. Finally, these two large groups will merge into the entire class discussing with each other the elements of each plan and what would make the best overall strategy. This discussion should last about 10 minutes but can end earlier if discussion and debate lulls down. I will mingle with students to encourage debate, to help spark ideas and encourage participation. After 10 minutes I will ask for a spokesperson for the group to summarize their strategy and I will write the main points on the whiteboard. Students will return to their seats and we will debrief. I will ask: What holes can you see in the plan? Are there areas that we could still investigate and improve our strategy (i.e. additional medium of promotion, different target market, current brand position)? Why is it important to have these conversations and ask these questions before submitting recommendations to a client? (35 mins)</p> <p>-Telephone: Students will move their chairs to sit in a straight line. I will start the game of marketing telephone by handing an index card to a student sitting on an end of the line. That person will then whisper the message to the person next to them. Once a message reaches the end of the line, it bounces back and goes through the line again. After the first message reaches the end of the line, I will give another index card to a person in another location in line (the other end of the line first) and they can choose which direction to pass the message. As messages begin to circulate, I will add more and more messages into the mix by giving more notecards to different people in the line. . After I give the last note card message to a person in the line and let it circulate, we will stop the game and go into a debrief. Debrief with a discussion about how vital clear communication is anytime, but especially when implementing a marketing plan. Ask the following questions to spark discussion: How is this saturation of ideas like real life? Which types of messages endured this chaos and retained their meaning? Which ones lost all meaning? How can a</p>	<p>writing, or other methods. Presentations of their methods will be without speaking any words, so they should choose their actions and visual aids carefully.</p>
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			<p>brand craft a message that is retained in a flood of media messages and miscommunication? Did you ever change a message on purpose as a joke? Do you think companies need to consider that urge when they craft a slogan? (10 mins)</p> <p>-Now that we have considered marketing for an app, students will consider their group's product that they are selling and think specifically in the realm of social media. Students are to outline a social media campaign. However, this is not a traditional outlining of a campaign. Students are to come up with a completely visual campaign and communicate it to the class using only visuals, no words. Many times, visuals can be much more powerful in the absence of words. Students can use laptops or tablets to their advantage when working with this campaign. If laptops and tablets are not available, I will encourage them to be creative in coming up with nonverbal ways to communicate a good social media advertisement. This advertisement should capture the attention of the audience despite the absence of sound and should incorporate at least one persuasive technique (ethos, logos, or pathos). The two groups may talk during planning time, but must demonstrate their social media marketing plan without any words. Students will work for 20 minutes, present for a total of 5 minutes, and we will debrief for 5 minutes with a discussion about challenges, benefits and drawbacks of only marketing something visually and how that relates to social media. Questions I can ask to lead students forward as they get stuck: What message are you trying to convey (quality, price, convenience, durability, or something that has nothing to do with the product and is more about image and publicity)? Which social media site(s) are you planning on utilizing most? Why? (30 mins)</p> <p>-Finish class with group time to discuss the plans heading into our last selling time this afternoon. I will review inventory policy at the very end to ensure that students remember the process. (5 mins)</p>	
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<p>Day 13 Thursday Week 3</p>	<p>What does implementing a successful marketing plan look like?</p>	<p>SWBAT: Reflect on their selling project, including their measures of success..</p> <p>SWBAT: Analyze political advertisements for ethical, persuasive, and branding purposes.</p> <p>SWBAT: Discover and articulate their personal brand.</p>	<p>-Debrief selling activity. What went well? What could have gone better? We will return to our criteria for success that we developed earlier. Groups will use their specific qualifiers for success and evaluate their performance. During this process, they should be analyzing their entire project, including number of units sold. Using a combination of this information, I will announce the winner of the campaign. Using the following questions, I will have groups discuss, evaluate, and then report back to the whole group: About how many people were interested enough to approach your table? How well did your campaign, including your slogan and brand identity, reach your audience? Did it seem well-known or not? What was your biggest success? Biggest setback? What changes would you make if you were going to run this campaign again? I will ask different students from each group to respond each time to questions after groups have 1 or 2 minutes to discuss. (30 mins)</p> <p>-Political advertisements: Are they ethical? Watch <a href="#">this video</a>. Preface this activity by telling students that these clips do not reflect any political opinion of mine or anybody else associated with Explo and reminding them that politics are not entering the classroom for discussion or debate, we are merely watching these advertisements to analyze them and give context to the power of advertising beyond selling a product. These people, instead, are selling themselves as a brand in everything that they do. Watch each of these advertisements and analyze them. Some questions I will have the students consider for their analysis are: Is this a positive or negative ad? What kind of persuasive techniques are being used in each ad (ethos, logos, pathos)? What kind of brand is this candidate creating for themselves or what kind of brand image are other candidates creating for each other? Is this ad ethical? (25 mins)</p> <p>-Now think of yourself as a brand. You don't have to be running for office or even applying for a job. All you need to do is consider yourself as a brand and promote yourself. Students should create</p>	<p>-Listen to students discuss among themselves and give feedback and evaluate the selling process. Hear answers to questions about the selling process and measures of success.</p> <p>-Hear students respond to questions about political advertisements in an analytical manner that is focused on the brand of the person in the ad.</p> <p>-See students engaged in conversation demonstrating their advertisement to each of their classmates based on their personal reflection of their own brand. This should include personal slogans</p>
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			<p>a personal advertisement about themselves, but they can do it however they would like. They do not need to produce any written promotional materials, though some may find it helpful. The only requirement for students is to write down a reflection on themselves. What are their strengths? What do they enjoy doing? Where do you see yourself in 5 years? 10 years? How will you want to be remembered after you grow old and pass away? What kind of legacy do you want to leave everywhere you go? At Explo specifically? These elements should be written down to help in the development of the advertisement. Advertisements may include a slogan, personal mission statement, logo, ect. We will have 15 minutes of developing, reflecting, and brainstorming time, then move to pair presenting. Students will be in two lines facing each other (more spread out than a traditional line) and one half of the line will rotate after 1 minute (30 seconds for each student to present). After every student has presented, frame this activity as a celebration of the differences within the community and a small sample of the different personalities and character strengths that exist around the world. There is no one “correct” or “better” personal brand, it is just a matter of discovering which one fits you best. Discuss briefly with the class the importance of developing their own personal brand and that, whether they like it or not, they are developing their brand in a positive or negative manner every day. (35 mins)</p>	and a logo that describes their personal brand.
Day 14 Friday Week 3	What does implementing a successful marketing plan look like?	<p>SWBAT: Reflect upon their overall Explo experience.</p> <p>SWBAT: Process information from the guest speaker and respond with questions.</p> <p>SWBAT: Organize</p>	<p>-I will return the letters that students wrote to themselves at the beginning of their time here at Explo. As I am passing these out, remind students to think back to yesterday’s activity in reflecting on their personal brand. Think about what they have added to their personal brand through this class and their Explo experience. This is to be a quiet time of reflection for students looking back on their experience. Students should think about how they have changed since they arrived at Explo and how their network has expanded. What legacy will they be leaving with the Explo community? Students will share with the person sitting next to them one thing they took away from their Advertising and</p>	-Teacher will see students thoughtfully engaged with their letter that I just returned to them and then they willshare with a partner one take-away from their Explo Advertising and Marketing experience.



		<p>class materials into a portfolio which should lead to a larger discussion about their favorite activities and most memorable moments.</p>	<p>Marketing experience. (10 mins)</p> <p>-Discussion and prefacing the guest speaker. Explain who the speaker is, why he/she is coming, and appropriate behavior toward a guest. Before the speaker arrives, we will develop a few questions as a class to ask the speaker after they finish their presentation. If students have other questions to ask they may feel free to do so as well. (10 mins)</p> <p>-Guest speaker presentation. At the end of the presentation the speaker will take questions from the students. Students can and should ask specific about jobs in the marketing and advertising world, what made the speaker interested in the job that he/she has, specific experiences that the speaker has had in their job, ect. (35 mins)</p> <p>-Backup activity (if no guest speaker): Students will brainstorm jobs in the marketing and advertising field and some information/ details about what they do. After, students will create a creative interpretation of the favorite job they heard and why. They then will share these in the pair in order to mix it up. For example, students will share with a person one vs. one for 3 minutes, then they will rotate to another person to share. (35 minutes).</p> <p>-Portfolio organization: Have students organize their portfolios of work. All work created in class should be brought to the front of the room. Divide the class into three focus groups of 6 people. These groups will reflect together on their favorite activity and most memorable moment from the class. What was your favorite piece of artwork created in class? Why? After this discussion, have all students gather up the work produced in groups and distribute it as they see fit. This is all part of their portfolio and the reflection back on all that they created and accomplished in this class. (10 mins)</p>	<p>-Hear students ask questions of the guest speaker after quietly and attentively listening to the presentation.</p> <p>-See students organizing class work and distributing it evenly among classmates that want to take something. This should lead to every student sharing memories, lessons learned, areas of growth, and important moments during their Explo experience. The goal here is to have every student participate and share in a time of reflection. This can evolve into a student-led discussion and I will serve as a timekeeper and will steer students back on track or ask questions to keep</p>
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			<p>-Next, have students sit in a circle. Discuss experiences at Explo. This is a very informal but open and honest discussion about what has made up our Explo experiences. We will go around the circle and everybody will share a memory that stands out to them; one that will stick with them and will be identified with their Explo experience. Everybody will share their favorite class or activity at Explo and say why it had an impact on them. Did something at Explo change the way you view the world? It can be anything, from one small moment to a life-changing experience. If something did, why did it? What challenged you at Explo? What did you take away from this class specifically? Even if you aren't going to go into marketing, advertising, or business, what is something from this class that you can apply to your life moving forward? I will ask some of these questions and use wait time to allow students to reflect and say something. Not every questions will go around the circle. Students should take this conversation and run with it, but if they don't I always have the option of creating more structure by having certain sections of the circle answer certain questions so we don't go around the circle for every question. This activity should serve as a meaningful wrap up to class and to the students' Explo experiences. I understand that my class is not in a vacuum within the Explo community, so I want to create that space for students to share and reflect with their classmates from Advertising and Marketing before they depart. (15 mins)</p> <p>-Fill out course survey (10 mins)</p>	the conversation going.
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