

# BIN IT!

14-16

## STAGE 4

### MEDIA LANDSCAPE

#### STAGE 4 COMPRISES THREE SEPARATE ACTIVITIES

1. Homework feedback
2. The media landscape
3. Team presentation

#### PREPARATION

Print off copies for each student of lesson plans:

- Campaign Channels
- How it looks

For homework, students worked in their teams to research one piece of current publicity about litter. They could have selected a local source or a national source, whichever the teams select they have to report on its strengths and weaknesses.

Then the real work begins with the teams now learning about the extent of the choices to be made for their own campaigns. The crucial understanding is that there is no perfect communications solution — ever! Once you have heard the homework feedback, you might like to help break down barriers in team thinking with a five to ten minute interlude for teams to devise an innovative means to promote a product.

#### OBJECTIVES AND OUTCOMES

By the end of Stage 4 students will:

- Be familiar with the different promotional methods which are likely to be used by a given business
- Be able to appreciate the benefits and drawbacks of different promotional methods used by businesses
- Be able to identify and incorporate appropriate promotional activities in their projects

Give each project team an everyday product to promote and advertise and give them five minutes for an instantaneous brainstorming solution to a way to promote it. The products or services could include fizzy drinks, a new book, baked beans, chocolate, sports wear, laptop, entertainment system, fast food, clothing, supermarket, car tax, local libraries or water bills.

This device can be used if you need a break in the teams marketing workout.

**“AT FIRST THEY WILL ASK WHY YOU’RE DOING IT. LATER THEY’LL ASK HOW YOU DID IT.”**

*Unknown*

# ACTIVITY 1

## HOMWORK FEEDBACK

### Timings:

10 mins for 15-16 year olds, longer for 14-15 year olds

Check all students completed their homework. Ask one student from each team, randomly chosen, to provide information on the strengths and weaknesses of their chosen litter campaign. Give them two to three minutes to report.

Ask the whole group the following questions:

- How could each campaign be improved?
- Is the campaign dynamic enough to capture the public's imagination?
- What is the target group for each campaign?
- Does their message 'stand out'?
- Were the campaigns under or over budget? Does this matter?

# ACTIVITY 2

## THE MEDIA LANDSCAPE

### Timings:

20 mins for 15-16 year olds, longer for 14-15 year olds

General class discussion on the value and impact of familiar promotional tools including:

- Newspapers
- Magazines
- Television
- Internet
- Billboards
- PR companies
- Sales promotions
- Point of sales displays
- Free gifts
- Free samples
- Money saving coupons
- Competitions
- Sponsorship
- Social media

Explain factors influencing the choice of the selection of the promotional mix:

- finance available
- the target age group
- the nature of what you're promoting
- competitor actions

Each project team is given an everyday product to promote and advertise — reusable facemask, a new book, baked beans, reusable shopping bags, washing up liquid *etc* and has five minutes to devise an innovative way to promote their product.

Copies of the *Campaign Channels* lesson plan will help with this activity, especially learning about the wide range of options to consider.

# ACTIVITY 3

## TEAM PRESENTATION

Timings:  
15 mins for all students

Each group is given three minutes for a group presentation to the rest of the class on how they would promote their product.

- The rest of the class discusses the potential success of the idea.

The teams spend a final five minutes checking their Campaign Plan. Does their plan contain all the essential messages clearly and concisely?

- Is it using the most powerful and correct methods for the campaign?

### HOMEWORK

#### Now think about the look

The project teams must meet up and confirm their key messages and finalise the design ideas for their Project. Give out copies of the *How it looks* activity sheet to stimulate team thinking.



# CAMPAIGN CHANNELS

Newspapers

Television

Emails

Magazines

Social media

Leaflets

Mobile marketing

Events

Billboards

Public Relations

Internet

Direct mail

Competitions

Sponsorship

Radio

# HOW IT LOOKS

The look of any campaign should reflect designs that fuse with the style of words used. This is why the Head of Design and Head of Copy must work closely to develop the creative together. The design should reflect the tone of the writing, so bright colours for a positive message or fun activity and the duller images for promotions with more serious messages — or maybe not!

**Think about the selection of typefaces.**

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**Think of the colours that you want to use.**

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**The volume and depth of colour is a consideration.**

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**Think about layout.**

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**Think about application to range of media being selected.**

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**Don't make creative look like a school essay.**