



Unit 3: Business Practices

Lesson Three: Advertisement Media

Created: 01/2018 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities students will...

1. Compare and contrast traditional media and social media.
2. Discuss aspects of effective advertisement.
3. Demonstrate the ability to inform consumers through a variety of media.

TIME REQUIRED: 90 minutes

RESOURCES:

1. Nursery/Landscape CDE Handbook, <https://ffa.box.com/s/yajzverkrievuw9d9n16neh6v0a93fe>

EQUIPMENT AND SUPPLIES NEEDED:

1. Paper
2. Drawing materials (colored pencils, markers, crayons, etc.)
3. Cell phone or other way to make a short video
4. Computer or tablet
5. A copy of the "Advertisement Thinking Web" worksheet for each group

PREVIOUS KNOWLEDGE RECOMMENDED FOR THIS LESSON:

- 3.2 Customer Service and Sales

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- ABS.05. Use sales and marketing principles to accomplish AFNR business objectives.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA-CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA-CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG-BIZ5 Use sales and marketing principles to accomplish AFNR business objectives.

NASDCTEc

- AGPG01.06 Use sales and marketing principles common to agribusiness systems to accomplish AFNR business objectives.

Common Core- Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Common Core- Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal

English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

Common Core- Math Practices

- CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.
- CCSS.MATH.PRACTICE.MP6 Attend to precision.

National Standards for Financial Literacy

- Buying Goods & Services: Benchmarks: Grade 12, Statement 1 Consumer decisions are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.
- Buying Goods & Services: Benchmarks: Grade 12, Statement 3 When buying a good, consumers may consider various aspects of the product including the product's features.
- Buying Goods & Services: Benchmarks: Grade 12, Statement 4 Consumers may be influenced by how the price of a good is expressed.
- Buying Goods & Services: Benchmarks: Grade 12, Statement 5 People incur costs and realize benefits when searching for information related to their purchases of goods and services.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Implement Innovations
- Information Literacy
- Initiative and Self-direction
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills
- Think Creatively
- Work Creatively with Others

LESSON PLAN:

1. *Introduction*

Ask the class the following questions:

- a. What is your favorite advertisement that you have come across lately? (Examples: funny commercials, car commercials that have an overly excited salesperson, a commercial that plays on your emotions, etc.)
- b. What about these ads appealed to you?
- c. What reactions did you have?
- d. Were you inspired to buy the product or at least learn more about it?

Have students share their answers with the class.

- e. What are some other ways that companies advertise? (Examples: social media, newspaper/catalog ad, radio, newsletter, brochure/flyer or email.)

Today we are going to create an advertisement for a nursery/landscape product using different media types.

2. *Activity*

During this activity, students will be in small groups. Each small group will represent a different form of advertisement media. Assign each group one of the following categories:

- Newspaper/catalog advertisement
- Radio script

- Newsletter
- Brochure/flyer
- Email
- Social media* (this group may need to be larger or split between two groups)
 - Facebook
 - Twitter
 - Video — YouTube
- Website homepage

After groups have been assigned a media outlet to utilize, ask them to create an advertisement for a nursery/landscape product. You can choose the product, or you can have the class choose a product. Potential products include a nursery plant, landscape tool, growing medium, landscape design, etc.

Utilize the “Advertisement Thinking Web” to organize thoughts for the creation of the advertisement.

Give the students ample time and resources to create the best advertisement that they can within their media outlet.

**For the social media group(s), have students create what the advertisement would look like and describe how they would implement the advertisement. The actual use of social media is not necessary.*

After students are done, allow each group to present the advertisement that it came up with.

3. *Reflection*

After all student groups have presented their advertisements, have the students vote on which group they thought did the best job advocating for the product.

Take it a step further by offering a prize to the group that gets the most votes.

4. *Leveling Up*

For students interested in nursery/landscape advertisement, have those students create an advertisement for a nursery/landscape-based product for an upcoming holiday or large event that they can market to the class.

NAME: _____

Aligned to the following standards:
ABS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PG-J; FFA.CS-M; FFA.CS-N; AG-BIZ5; AGP01.06; CCSS.RI.9-10.2; CCSS.RI.9-10.8; CCSS.W.9-10.2; CCSS.SL.9-10.5; CSS.SL.9-10.6; MP3; MP6; CRP.02; CRP.04; CRp.06; CRP.08; CRP.12

Advertisement Thinking Web

DIRECTIONS:

Fill in the thinking web with your group as a way to organize all of your ideas. In the center, write what you are selling, and in the outer circles, write the ideas that you want to incorporate into the final product.

