

Advertising Agriculture

BMX 3E, BOG 4E

K. Pedersen

Description: Groups of students will develop a new advertising campaign for an agricultural product (ex: eggs, milk).

Expectations: Catholic/Public BMX3E: analyze a variety of promotional strategies that can be applied in retail and service business environments, identify the elements of an effective promotional mix (e.g., publicity, sales promotion, personal service, advertising), describe promotional strategies that have been used effectively by a number of retail and service businesses, describe retail marketing techniques and approaches that can be used to promote a selected product (e.g., jeans, computers) to different markets, demonstrate how technology can be used effectively in promotion activities, compare different visual display techniques in several retail environments, relate changing demographics and lifestyles in Canada to changes in the tastes, preferences, and priorities of Canadian consumers.

Catholic/Public BOG4E: demonstrate an understanding of the role of the basic components of the marketing function in satisfying customer needs, explain the components of the marketing mix and their associated costs to small business, demonstrate an understanding of the advertising and promotional aspects of operating a small business.

Resources: Textbook: *The World of Marketing*, internet sites, sample television, radio, print advertisements for agricultural campaigns, video taping equipment, recording equipment.

Notman, David and Jack Wilson. *The World of Marketing: A Canadian Perspective*. Toronto: Thompson Nelson, 2003.

Assessment: self, peer, teacher evaluation on a rubric of different pieces of ad. campaign.

Lesson Steps:

- 1) Have students think/pair/share products that have different components of an ad. campaign (ex: Coca Cola – TV ads, radio ads, and print ads.).
- 2) Discuss advantages of having a variety of advertising techniques.
- 3) Have students list agricultural ads. (all types) they've seen. Discuss what makes them effective.
- 4) Brainstorm a list of agricultural products. Create a list on the board.
- 5) Have small groups of students choose a topic of interest and develop an ad. campaign for their product. TV ad, radio ad, at least 1 print ad (magazine or newspaper).
- 6) Groups present their TV/radio ads to the class to be marked by class. Hand in print ad to be marked