



# AdSpace Challenge

*AdSpace Challenge has been designed to allow schools to conduct their own Advertising Challenge, either as a competition or as an assessable assignment. A 'real' commercial brief is presented to students who are then required to use a design thinking process to explore all aspects of the advertising industry including demographic research, identification of target markets, media planning, concept development and creative execution, before 'pitching' their concept. This toolkit is complemented by the AdSpace and Mental Aerobics toolkits.*

**AUTHOR**  
**BENCHMARKS**  
**CURRICULUM**  
**TEACHING LEVEL**

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 English, Media Studies, Film and Television, SOSE  
 7-10, 11-12

## EXPECTED DURATION



Two, two-hour activities followed by one, one-hour activity to complete the challenge

## EXERCISES

1. The Brief
2. The Big Idea
3. The Pitch

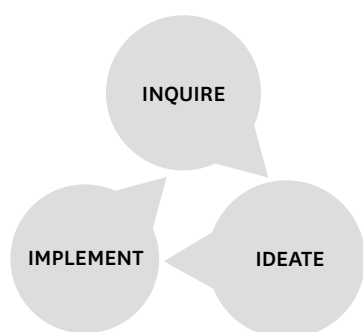
## RESOURCES FOR COMPLETION

- Laptop or computer for each group in the class
- Internet connection with access to [www.google.com](http://www.google.com), [www.youtube.com](http://www.youtube.com), [www.adspace.bus.qut.edu.au](http://www.adspace.bus.qut.edu.au) and [www.designminds.org.au](http://www.designminds.org.au)
- Access to PowerPoint plus optional access to photo, music and video editing software (where available)
- Pencils, pens and markers for each student
- Butcher's paper for each group
- Commercial brief from a corporate partner or download the Brisbane Lions commercial brief from [www.designminds.org.au/adspace-challenge](http://www.designminds.org.au/adspace-challenge)
- Workbook and criteria sheet (refer to resources available to download at [www.designminds.org.au/adspace-challenge](http://www.designminds.org.au/adspace-challenge)) for each group

## RESOURCES FOR DOCUMENTATION

- Document student reflections in a folio or other method preferred by the teacher
- Digital camera or scanner to document brainstorming, storyboards, concept development sketches and final pitches
- Digital video camera to record final pitches (optional)
- Archive PowerPoint presentations or upload to class wiki (try [www.wikispaces.com](http://www.wikispaces.com)) along with any photos or video from final pitches

## DESIGN AND CAPABILITIES



Capabilities for creating successful learners, confident and creative individuals, and active and informed citizens.

Literacy	1	2	3	4	5	6	7	8	9	10
Numeracy	1	2	3	4	5	6	7	8	9	10
ICT capability*	1	2	3	4	5	6	7	8	9	10
Critical and creative thinking	1	2	3	4	5	6	7	8	9	10
Personal and social capability	1	2	3	4	5	6	7	8	9	10
Ethical behaviour	1	2	3	4	5	6	7	8	9	10
Intercultural understanding	1	2	3	4	5	6	7	8	9	10

Visit [Design Minds](http://www.designminds.org.au) for more info on design phases.

Visit the [Australian Curriculum website](http://www.australiancurriculum.edu.au) for more info on general capabilities. \*ICT capability focus is optional depending on availability of computers, software and multimedia platforms.

# The Brief



2 hours

Inquire  
Ideate  
Implement



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## METHOD

Small group exercise (5-6 students)

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## ACTIVITY

Students are provided with a commercial advertising brief from a client. This brief can be obtained through a corporate partnership with a local business or you can download the Brisbane Lions commercial brief from [www.designminds.org.au/adspace-challenge](http://www.designminds.org.au/adspace-challenge)). From this brief students are to define the advertising problem, determine the advertising objectives and identify the target market for the campaign they will create.

Each group works through pages two to five of the 'Workbook' (refer to 'AdSpace Workbook' resource at [www.designminds.org.au/adspace-challenge](http://www.designminds.org.au/adspace-challenge)), answering a number of questions and prompts relating to each of the four research areas (client, target market, advertising problem, advertising objectives). You may wish to undertake these research activities separately over a number of weeks or lessons.

Once the group has started answering these questions they can start transferring the insights from this inquiry process into a PowerPoint (or other multimedia platform) presentation to accompany their final pitch. You may choose to provide students with the sample 'Criteria Sheet' (refer to 'AdSpace Criteria Sheet' resource at [www.designminds.org.au/adspace-challenge](http://www.designminds.org.au/adspace-challenge)) or develop your own, to assist them in developing their presentation.



### Have you considered?

This challenge provides an ideal opportunity to build community partnerships and gain practical experience for students. You may wish to seek out a local business or organisation that could provide a commercial brief for the students to work on. The Smith Family offers excellent support in fostering such partnerships through their School Business Community Partnership Brokers Program, see for [www.thesmithfamily.com.au/site/page.cfm?u=380](http://www.thesmithfamily.com.au/site/page.cfm?u=380) more information.

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## REFLECTION

Students are asked to document their responses to the questions posed in the group workbook and develop these responses as part of their multimedia presentation for the final pitch.

### Prompts for reflection:

- What does the brief tell me and what else do I need to find out?
- What can the advertising campaign achieve, solve or do within the timeframe and the budget?
- Who is the target market?
- How does the target market see the product?

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## DOCUMENTATION

Scan students' workbook reflections and include in an online wiki for the project.

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## IMAGES



Photo by Eden Platell, all rights reserved.

# The Big Idea

 2 hours

Inquire  
Ideate  
Implement 

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## METHOD

Small group exercise (5-6 students)

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## ACTIVITY

Continuing on from the previous activity, students now move into developing creative concepts for their campaign and selecting the appropriate media channels to connect with consumers.

Working through pages six and seven of the Workbook (refer to Workbook resource at [www.designminds.org.au/adspace-challenge](http://www.designminds.org.au/adspace-challenge)), each group uses butchers paper and markers to start brainstorming how they can transform their key proposition into their big idea.

The group then works on how they can communicate their big idea to audiences in a way that is both creative and original. This may include sketches of posters and billboards, storyboards of television commercials, scripts of radio ads and mock-ups of websites and mobile apps.

Students must also discuss selection of media channels within the brief's budget and add this information to their multimedia presentation for their final pitch.

Allow some final preparation time for students to refine their presentation for the pitch.

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## REFLECTION

Students are asked to document their responses to the questions posed in the group workbook and develop these responses as part of their presentation for the final pitch. Brainstorming and creative concepts are captured on butcher's paper.

### Prompts for reflection:

- What can you borrow from history or speculate about the distant future when developing your big idea?
- Were there any negatives associated with the client's brand? How could you turn these weaknesses into a positive?
- How does this product answer the consumers' needs or desires better than a competitor's product?
- What is the consumer's "hot button" they can push them into buying the product?

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## DOCUMENTATION

Scan students' workbook reflections and include in an online wiki for the project.

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## IMAGES



Photo by Eden Platell, all rights reserved.

# The Pitch

 1 hour

Inquire  
Ideate  
Implement 

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## METHOD

Small group exercise (5-6 students)

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## ACTIVITY

Students should now have explored the advertising problem, set their advertising objectives, described their target market, developed a creative concept for their big idea and planned their media spend.

During this process students have created a multimedia presentation outlining all of their insights and concepts, in line with the questions asked in their workbooks. Students now present this information in a ten minute 'pitch'.

During the pitch students must:

- Introduce themselves (they may choose to create an agency name to present e.g. Aardvark Advertising Agency)
- Demonstrate that they know the client
- Demonstrate their understanding of the brief and the product
- Describe the advertising problem
- Propose a solution
- Explain their big idea/creative concept
- Inspire their client by selling their passion for the project and their big idea
- Attempt to seal the deal



### Have you considered?

If you worked on a commercial brief from a local business or organisation you may wish to invite them back for the final pitch. This can be a useful way of gaining real industry feedback for students.

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## REFLECTION

Photograph or video record student's pitches.

### Prompts for reflection:

- How well did you demonstrate your knowledge of the client, the brief and the product?
- How well did you convey and 'sell' your big idea?
- How would you change your pitch if you were to present it again?

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## DOCUMENTATION

Photograph and record student's pitches and include in an online wiki for the project.

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## IMAGES



Photo by Eden Platell, all rights reserved.

# SL Design Minds

We truly appreciate your contribution to furthering design education through the use of this toolkit. To thank you we would like to send you a FREE book courtesy of the State Library of Queensland. Just include your full contact details below and we'll handpick something special for you!

**ABOUT YOU:**

Teacher name: \_\_\_\_\_

School: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Age of students involved: \_\_\_\_\_ No of students involved: \_\_\_\_\_

Would you like to receive occasional updates from APDL? (please tick)

**ABOUT THE TOOLKIT:**

Did the toolkit align with your existing learning benchmarks?

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How easy was the toolkit to use?

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Was the language and concepts used easy to understand?

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Did students enjoy the activity? (Please provide any examples of student feedback or anecdotal evidence)

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Anything else to share? (Your experiences, learnings or suggestions)

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**HELPING OUT:**

I'm interested in being contacted further for:  
(please tick)

- Providing ongoing feedback
- Authoring future toolkits
- Becoming a Design Minds ambassador

**WHAT'S NEXT?**

Return your completed feedback form to the Design Minds team by:

- E: [asiapacificdesignlibrary@slq.qld.gov.au](mailto:asiapacificdesignlibrary@slq.qld.gov.au)
- M: Asia Pacific Design Library  
State Library of Queensland  
PO Box 3488  
South Brisbane QLD 4101

And we'll get to work selecting a special book, just for your school!



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