

# AdSpace

*AdSpace is a series of activities that helps students develop an understanding of roles within the advertising industry and how these roles work to create advertising across different mediums. It promotes critical thinking and discussion about advertising and the role it plays in society.*

## AUTHOR

Helen Strube (Calamvale Community College), Diana Brisco (The Gap State High School) and Dr Gayle Kerr (Queensland University of Technology)

## BENCHMARKS

Australian Curriculum

## CURRICULUM

English, Arts, Technology and Design

## TEACHING LEVEL

7-10, 11-12

## EXPECTED DURATION



This activity will take approximately 30 mins to complete.

## EXERCISES

1. AdPeople
2. AdCampaign

## RESOURCES FOR COMPLETION

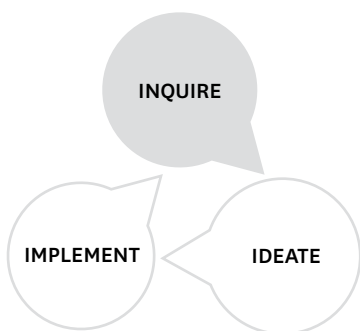
- Computer for each student (or pairs of students if computers are limited) in class
- Internet connection
- Digital camera/s for documentation
- Pencil or pen for each student
- Blank A4 (or larger) paper or sheets of white butcher paper
- Refer to Dimensions of Learning (Robert Marzano) and Higher Order Thinking/Graphic Organisers (Eric Frangenheim)

## RESOURCES FOR DOCUMENTATION

- Document student reflections in a folio or other method preferred by the teacher
- Use [www.wordle.net](http://www.wordle.net) to draw out key words which relate to this experience
- Use [todaysmeet.com](http://todaysmeet.com) to open up discussion on activities

## DESIGN AND CAPABILITIES

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



Literacy



Numeracy



ICT capability



Critical and creative thinking



Personal and social capability



Ethical behaviour




Intercultural understanding




Visit [Design Minds](#) for more info on design phases.

Visit [the Australian Curriculum website](#) for more info on general capabilities.

# AdPeople

 10 minutes

Inquire  
Ideate  
Implement 

---

## METHOD

Groups of six.

---

## ACTIVITY

*In this activity students explore and research the areas and roles within an advertising agency.*

*An advertising agency works as a team to identify their client's key needs and creates a campaign that aims to meet this need.*

### Task:

Each student is to select one of the following roles which represent relevant group members in an advertising agency: *(there should be one team member in each role)*

- |                          |                       |
|--------------------------|-----------------------|
| 1. production            | 4. digital            |
| 2. creative              | 5. media and channels |
| 3. strategy and planning | 6. brand              |

Refer to the image overleaf which describes the agency areas and associated roles.

Students then visit the Communications Council 'careers in advertising' website (<http://www.communicationscouncil.org.au/public/content/ViewCategory.aspx?id=321>) and research each of their roles. Each student may take notes on the key attributes of their designated role and then share their learnings with the group or class.

---

## REFLECTION

Students are asked to record their notes in journals or on sheets of paper.

### Prompts for reflection:

1. What have I learned about my designated role and how it relates to the advertising industry?
2. What have I learned about how my role relates to other roles within the advertising industry?

---

## DOCUMENTATION

All notes to be collated into team folios. Students given the opportunity to photograph/document notes or sheets digitally.

Alternatively students can set up a group wiki or blog to record ideas and results.

# AdPeople


CONT.

IMAGES

Image courtesy of [www.communicationscouncil.org.au](http://www.communicationscouncil.org.au)



# AdCampaign

 20 minutes

Inquire  
Ideate  
Implement 

---

## METHOD

Same group of six students from previous AdPeople activity.

---

## ACTIVITY

*In this activity students explore the role of the advertising agency in developing a “key message” and identifying a “target market” as part of an advertising campaign.*

### Task:

Each group is provided with two ads—one print and one television commercial. Alternatively you could ask the students to find two ads from any medium: print (magazines, newspapers), digital (ads on websites or blogs) or television (can find on [www.youtube.com](http://www.youtube.com)). Example images have been included.

Using the template below, each group is asked to respond to the prompts provided by reviewing the ads.

	Advertisement 1	Advertisement 2	Which advertising agency team member was responsible for this? (HINT: there could be more than one!)
Client			
Advertising medium			
Idea			
Key message—is there one image/short sentence that encapsulates the client’s key aim?			
Target market			
What other advertising formats could be created to support this advertising campaign?			

---

## REFLECTION

Individually students choose one of the ads they profiled.

### Prompts for reflection:

Ask students to think about their individual role in the advertising agency and ask them to articulate what part their role would have played in developing the advertisement.

---

## DOCUMENTATION

Completed ad profile charts, photos of the groups and still images, quotes or imagery from the ads profiled can be collated into team folios. Students are given the opportunity to photograph/document this information digitally.

Alternatively students can set up group wiki or blog to record ideas and results.

# AdCampaign

CONT.

## IMAGES

Extra Gum TV commercial can be viewed at <http://www.youtube.com/watch?v=MTEhfj24PBc>



Nike image courtesy of [welcometothealist.wordpress.com](http://welcometothealist.wordpress.com)

**THE  
ULTIMATE  
QUICK FIX.**

The Nike Trainer One is not a magical toning shoe. It's a training shoe. Its DiamondFLX technology activates your muscles to work how they're supposed to, giving you faster results from all those squats, lunges and classes that you do. So you get fit faster.

**THIS SHOE WORKS IF YOU DO.**

  
nike.com