AOHT Hospitality Marketing

Lesson 10

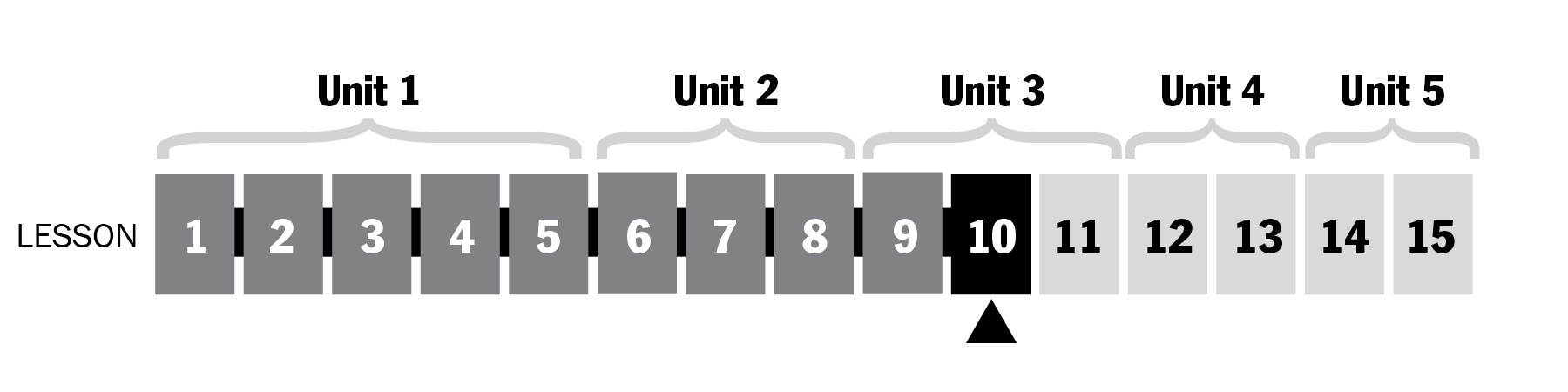
Print Marketing

This lesson introduces students to print marketing. They begin by analyzing a wide range of restaurant menus to understand how menus serve as sophisticated marketing tools. They study other forms of hospitality print marketing and learn about the merits of each as well as how to promote a product to reach specific target markets. Students conduct research about actual print marketing that reaches the target demographic for their project attraction. They share their research with their project group and make decisions about how they would use print marketing to promote their project attraction.

**Advance Preparation**

* In Class Period 2, students will need access to computers for Internet research, one student per computer.
* In Class Period 3, students will need a variety of travel or tourism print ads to review. Easy ways to obtain these include collecting travel magazines, the travel section of the local newspaper, or bridal magazines (which usually have a honeymoon section). Each project group should have five to eight different ads. Avoid using ads for attractions that are too similar to students’ project attractions.
* Also in Class Period 3, students will need real brochures from the hospitality industry. Students will analyze the brochures in their project group; each group should have three to four brochures. Avoid using brochures for attractions that are too similar to students’ project attractions.
* Students will need to do research on print marketing materials or print ads. Read over Student Resource 10.2 and identify any particular stumbling blocks your students might have, particularly in obtaining the examples of print marketing materials. Determine what, if anything, you can do to address these issues to ensure students will be able to complete the assignment as planned.

This lesson is expected to take 4 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Display understanding of common marketing channels\*
* Identify forms of print marketing\*
* Describe how a restaurant may use a menu as a marketing tool
* Evaluate the language and visuals used in print ads for the hospitality industry
* Evaluate the use of specific print marketing materials in the hospitality and tourism industry

\*This is one of the 16 key learning objectives assessed by the NAFTrack Certification end-of-course exam for this course.

Academic Standards

The relevant Common Core State Standards are too extensive to list here but are an important basis for this lesson. For details, please refer to the separate document “Correlations to the Common Core Standards” (available in the Course Planning Tools section of the course materials).

* Describe the key components of marketing and promoting hospitality and tourism products and services (Common Career Technical Core 2012, Standard HT 1)
* Evaluate the nature and scope of the Hospitality & Tourism Career Cluster™ and the role of hospitality and tourism in society and the economy (Common Career Technical Core 2012, Standard HT 2)
* Select the most effective communication technique and media venue to convey travel marketing information to a target audience (Common Career Technical Core 2012, Standard HT-TT 12)
* Plan, manage and monitor day-to-day activities of marketing communications operations (Common Career Technical Core 2012, Standard MK-COM 2)
* Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities (Common Career Technical Core 2012, Standard MK-COM 4)
* Understand the roles of marketing and the impact of marketing on the individual, business, and society (McREL Business Education Standards 1999, Standard 43)
* Understand components and strategies of effective marketing plans (e.g., product development, pricing, distribution processes and methods, forms of promotion) (McREL Business Education Standards 1999, Standard 47)

Assessment

|  |  |
| --- | --- |
| Assessment Product | Means of Assessment |
| Print marketing research for culminating project attraction (Student Resource 10.2) | Assessment Criteria: Print Marketing Research (Teacher Resource 10.2) |

Prerequisites

* An understanding of the concept of target markets
* An understanding of the basic concept of marketing channels
* An understanding of the difference between marketing, advertising, and public relations
* A marketing strategy statement for a specific attraction

Instructional Materials

Teacher Resources

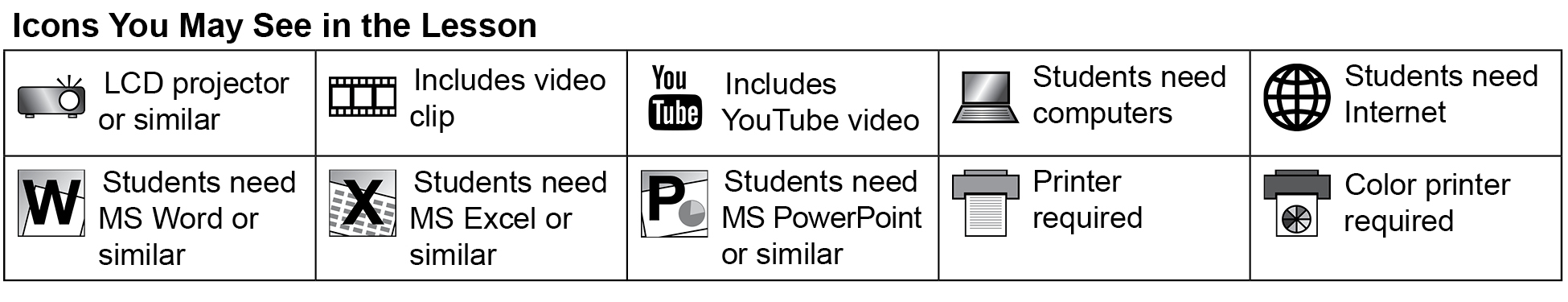
* Teacher Resource 10.1, Sample: Menus
* Teacher Resource 10.2, Assessment Criteria: Print Marketing Research
* Teacher Resource 10.3, Key Vocabulary: Print Marketing
* Teacher Resource 10.4, Bibliography: Print Marketing

Student Resources

* Student Resource 10.1, Reading: Print Marketing
* Student Resource 10.2, Assignment: Print Marketing Research

Equipment and Supplies

* Computers with Internet access (one for each student)
* Blackboard, whiteboard, or flip chart
* Chart paper (at least four sheets)
* Highlighters or light-colored markers (two different colors per student)
* Travel ads (five to eight ads for each project group)
* Sample travel brochures (three to four brochures for each project group)



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 20 | Analysis: Restaurant Menus  In this activity, students begin the process of analyzing print marketing materials by analyzing restaurant menus as a marketing tool.  Before class begins, print out copies of Teacher Resource 10.1, Sample Menus. Depending on the size of your class, you may wish to use two, three, or four copies of each menu.  Put each menu on (or next to) a sheet of chart paper and post the menus around the room. If you prefer, make arrangements to use actual menus from local restaurants instead of the samples provided. Choose menus that represent a range from fancy to basic.  When class begins, explain that this is the first of a series of lessons in this unit that will explore different marketing channels. Ask students if they remember what marketing channels are (they were covered in the Principles of Hospitality and Tourism course). Use the definition provided in Teacher Resource 10.3, Key Vocabulary: Print Marketing, to help students remember the various marketing channels.  Divide the class into the same number of groups as there are menus to examine. Assign each group one of the menus posted around the room. Ask each group to examine their menu and to discuss what type of restaurant it represents, taking cues from the menu’s layout, prices, what kind of food is served, what special deals are offered, and so forth. Have students write on the sheet of chart paper what type of restaurant they think this is and why, as well as what sort of customer they think would patronize it, using characteristics such as demographics and psychographics.  Then invite each group to share their answer. As the groups explain how they made their decision, begin a list of identifying traits—the details the students have used to identify and label their menu—on the board.  When every group has shared, refer back to the list on the board. Ask students if they can think of any other identifying traits that have not been listed. Add their suggestions. Ask them to return to their seats and copy this list into their notebook.  Tell students that a menu is designed not only to attract specific target markets but also to increase sales. Ask students if they can identify how a menu might do that. Point out that appetizers are frequently the first thing listed—in fact, on a large fold-out menu, you are likely to see appetizers, salads, and maybe even drinks and desserts before you see the entrees. Menus are designed that way to increase sales, so that when customers are hungry they will see all these other delicious offerings as well and decide to buy additional items. Ask students if they think these extensive menus might cause confusion with too much information or if they think they are effective in creating sales. |
| 2 | 30 | Reading: Print Marketing  This activity will help students gain additional information about print marketing. Students will then apply this information to the menus they analyzed.  Make sure each student has two different-colored highlighters or markers. Ask students to read Student Resource 10.1, Reading: Print Marketing. Explain that they are going to make two passes through the reading to identify different pieces of information.  On the first pass, ask them to highlight any examples of print marketing that they see. Make sure students write down which color they are using for print marketing examples in a “key” on their reading.  Then ask students to use a different color to go through the reading again and highlight the ways a restaurant can use its menu as a marketing tool. Add this color to their key so they remember what the color represents.  Ask students to share what they highlighted on the first pass and create a list of print marketing materials on the board. Then start a second list of ways that a menu can be used as a marketing tool. Encourage students to make additions or changes to their own highlighted sections if they missed something or incorrectly highlighted something.  Point out that traditionally, a menu can be subtler in how it “advertises,” because someone who is looking at a menu is already a customer or very close to becoming a customer. It used to be that a menu was designed to encourage people who are already customers to buy more while they are there, whereas an ad is designed to convince someone who is not a customer to become one. However, now that menus are posted online, they, too, act as very important advertisements. In fact, a potential customer may decide whether to eat at a restaurant based on the online menu. This is an example of how technology is transforming marketing in the hospitality and tourism industry.  Explain that later in the lesson students will get a closer look at how other print materials compare with menus. |
|  |  | class period 2 |
| 3 | 10 | Discussion: Marketing Strategy vs. Marketing Plan  This activity will help students make a connection between the marketing strategy they developed in Lesson 8 and the marketing activities they will be exploring in this lesson and future lessons.  Ask students to define a *marketing strategy* (they learned about it in Lesson 8). If necessary, remind students that it is “a plan to help a business achieve its goals through marketing.”  Students have crafted a strategy statement that explains **what** they want to accomplish. Explain that now they are going to start thinking about their marketing plan: **how** they will accomplish their goals, or the specific steps they will take to achieve them. Use these examples to clarify:  Your goal might be to make it on the honor roll next semester. Your strategy might be to raise your grades in three of your classes. Your plan might be to ask your teachers for extra help, make sure to do your homework for those classes first so you can get help from a friend if you need it, and look into tutoring for the hardest class.  If your marketing strategy is to target families with children under the age of 18 who live within 100 miles of your attraction, your plan might include running an ad in the local newspaper, putting an ad on a family-focused radio station, and reaching out to local parenting groups via social media.  Answer any questions students have about their plan vs. their strategy. Reassure students that they don’t need to pull together their entire strategy right now―they will do that later in the course. Now they are going to focus on one of the marketing channels they might use as part of their plan: print marketing. |
| 4 | 35 | Assignment: Print Marketing Research  Students practice analyzing print marketing materials to determine how to use print marketing to promote their project attraction.  Ask students to move into their project group. Explain that they now are going to look at actual print marketing materials and periodicals with print ads to consider how those might be a part of their marketing plan.  Tell students to read Step One of Student Resource 10.2, Assignment: Print Marketing Research, and copy their marketing strategy statement into the appropriate spot.  Then ask students to review the rest of Student Resource 10.2, making note of any specific questions or sections that are confusing to them. Answer any questions. Make sure students understand that each member of the group needs to evaluate a different example of print marketing and complete his or her own evaluation.  Draw students’ attention to the assessment criteria. Call on one student to read the first criterion aloud. Ask another volunteer to explain it in his or her own words. Repeat this process until all the criteria have been reviewed.  Instruct students to return to Step Two, where they decide which materials to research. Tell them to use the rest of this class period to complete Steps Two and Three. Step Four (the actual research) will happen for homework. Have students use the Internet to research demographic data on periodicals (as necessary).  During this work time, meet with each project group and help them make decisions about which periodicals or print materials to research and offer suggestions on where to locate those materials. |
| 5 | 5 | Homework: Print Marketing Research  Students complete their research for homework.  When approximately five minutes remain in class, remind students that they need to do their print marketing research for homework. Discuss possible places to obtain the periodicals or print marketing materials they need. Let students know that they will need to bring in their completed assignments for the start of Class Period 4. |
|  |  | class period 3 |
| 6 | 45 | List, Discuss: Terms Found in Travel Ads and Brochures  This activity will help students analyze hospitality print ads and brochures and will encourage them to identify the similarities and differences between menus and these print marketing pieces. It also focuses on the following college and career skills:  Thinking critically and systemically to solve difficult problems  Utilizing time efficiently when managing complex tasks  Ask students to move into their project group. Explain that they have already considered how menus work; now they need to look at print advertisements and brochures.  Give each group several travel ads and brochures. They may be for hotels, rental car companies, airlines, tourist attractions, destinations, or anything connected to the hospitality industry. Try not to use any that are too similar to the students’ project attraction.  Ask students to look through these materials and make two lists, one of words and one of visuals. Examples of words are *flight*, *getaway*, *escape*, *deal*, *package*, *round-trip*, and so on.  After a few minutes, ask students to leave their list open on their desk and circulate throughout the classroom looking at other peoples’ lists. Then ask them to return to their desks and add any new terms they saw on the other lists.  Ask students:  Which of these words and visuals could also be used in the menus you saw in the previous class period?  Lead a short discussion about the differences between a menu as a marketing tool and an advertisement.  Ask students:  Which terms could you use to promote your project attraction?  Encourage them to add appropriate terms to their lists if they think of any. Point out that this activity may also help students be more attentive to the words and visuals in the ads they see during their print marketing research homework. |
| 7 | 5 | Homework: Print Marketing Research  Students continue to do print marketing research for homework.  Remind students that their print marketing research needs to be complete by the start of Class Period 4. If time permits, invite one or more volunteers to share any tips they found helpful when doing their research, or offer students who are struggling an opportunity to ask you or their classmates for help. |
|  |  | class period 4 |
| 8 | 35 | Culminating Project Work: Print Marketing  Students work together in their project group to develop an overall picture for their print marketing based on their individual research.  Begin class by asking students to move into their project group. Make sure students have their copies of Student Resource 10.2 with them.  Ask students to share their notes with their group mates. Each group member should take a turn explaining what he or she learned from the research assignment while the rest of the group listens. Encourage students to pay attention to the following questions, which will help them think about concepts that stretch across all their varied materials:  Does this type of print marketing/this periodical clearly reach our target market? How do we know?  Are there any ideas, visuals, words, or themes we could borrow from this print marketing source for our project attraction?  Should we use this type of print marketing for our attraction? Why or why not?  While students are sharing in their group, circulate through the room and check that all students have the assignment completed.  Once all students in a group have shared, give the group a sheet of chart paper and a marker. Instruct students to post the following information on their chart paper:  Our project attraction is….  Our marketing strategy is….  We will use print marketing in these ways….  Specific ideas we have include….  You may wish to offer examples for how to complete these prompts, such as:  Our project attraction is the FarmHouse Family Retreat.  Our marketing strategy is to target local families with young children (under 18).  We will use print marketing in these ways: we will run an ad in the local free paper and an ad in a national parenting magazine; we will also create a brochure.  Specific ideas we have include running a small but consistent ad in the local free paper and doing a big ad to announce our grand opening in *Parents* magazine. We will distribute our brochures at farmers markets and contact local toy stores and children’s clothing stores to see if they will give our brochures to their customers. We will also contact local mothers’ club/parents’ groups to see if we can share information with them.  Students do not need to write in complete sentences, but they should label the information and write it in such a way that it is easy for their classmates to understand it. |
| 9 | 15 | Gallery Walk: Print Marketing Ideas  Students have an opportunity to see other groups’ print marketing ideas and take notes for their own project.  When about 15 minutes remain in class, ask students to post or display their chart paper. Instruct students to circulate through the classroom and view all other groups’ chart paper. As they do so, ask students to make note of the following:  Two ideas that are very similar to what their group is doing  Two ideas they might want to borrow or adapt for their group’s attraction  Any ideas that really confused them  After students finish their gallery walk, open up a class discussion on what students observed on other groups’ chart papers. If students notice a lot of overlapping ideas, point out that they are working on very similar attractions. Explain that it is the overall marketing mix that makes their product unique. Lots of businesses run print ads and with good reason: it is often a successful marketing technique.  Collect Student Resource 10.2 and assess it using Teacher Resource 10.2, Assessment Criteria: Print Marketing Research. Also save the chart papers students created so they can refer back to them later in the course.  Let students know that they will have an opportunity to revise their print marketing plans later on in the course, so they need to save their notes and materials. Before they make final decisions about print marketing, though, there are other marketing channels for them to explore, such as broadcast media, which they will learn about in Lesson 11. |

Extensions

Content Enrichment

* Provide students with ads from trade press magazines (for example, *Business Traveler Online*, *Cruise Industry News*, *Meeting News*, *Hospitality Manager Magazine*). Ask students to select one ad from a trade magazine (an ad that appeals to people who work in the industry) and one from a nontrade magazine (an ad that appeals to people outside the industry). Have students complete a Venn diagram to compare and contrast the two ads.
* Ask students to write menu descriptions. Give them specific challenges, such as: How can you describe something, such as a hamburger, to make it appealing to different target markets? How would you describe it to a little kid? A teenager? An elderly person? A gourmet?
* Bring in a guest speaker to do a workshop on desktop publishing, or bring in an art director and copywriter from an ad agency to describe how a print ad is developed.

STEM Integration

* Engineering: Hospitality employees guiding a print marketing campaign have to choose between regular and recycled papers for their materials. Use this activity from Try Engineering to give students some background on paper and to guide students in groups of two or three through making recycled paper: <http://tryengineering.org/lessons/paper.pdf>. (Note: You will need to make the paper pulp beforehand and to arrange space for the paper to dry overnight.) How do you think the recycling process affects the cost of the paper? What engineering improvements can students make to their systems that would reduce the cost of printing promotional materials on recycled paper?
* Science: The graphic designer who creates print marketing materials must have a good knowledge of how colors work together and how pigments mix to create different colors. Obtain several sets of color printer cartridges that aren’t empty, enough so that you have one set for each pair of students. Use this website to prepare an explanation for students about how light and color work, and how our eyes perceive specific colors: <http://mathbabe.org/2012/07/01/mixing-colors-pigment-vs-light/>. Then guide paired students through this activity, exploring how different colors of printer ink mix. What is the role of the black ink? How could this knowledge help a student talk with a printer when designing an ad? If the cartridges are from different kinds of printers, how did the color mixing results differ? What does that tell you about considerations for the designer who is creating your ad?
* Science: Any printed marketing materials will use ink to make images. Many colors that we see, both printed and in the natural world, are actually mixtures of molecules of different colors. Using this activity from the Exploratorium, have students separate the colors found in black ink: <https://www.exploratorium.edu/science_explorer/black_magic.html>. If you’re using permanent markers, use rubbing alcohol rather than water as a solvent. (It’s a good idea to try the experiment at home with both water and alcohol and see which works best.) Black is one of the inks in a printer. What are the others? What does this tell you about how a printer works?
* Technology: Collect several examples of well-designed and poorly designed brochures, print advertisements, or websites. Have students work together in groups to read the brochure design tutorials available at <http://www.allgraphicdesign.com/design101.html>. As they read, students should take notes using a graphic organizer or other note-taking format they are familiar with. Once students have read through the tutorials, provide each group with two or three examples, including at least one well-designed example and one poorly designed example. Ask students to evaluate their examples using their notes and give each example a grade. When the groups have completed their analysis, have each group present their findings to the rest of the class. After all the groups have finished, ask students to make predictions about do’s and don’ts for designing an effective PowerPoint presentation based on what they have learned about layout design.

Additional Cross-Curricular Ideas

* English Language Arts: Have students analyze advertisements based on criteria they are studying in this class (for example, advanced English Language Arts students may be able to evaluate the use of logical arguments or fallacies in an advertisement, while basic English Language Arts students may be able to identify which statements in the ad are facts and which are opinions).
* Art: Have the students “hire” art students to help them design print marketing materials for their project attraction. Once the materials are designed, have the AOHT students evaluate the process using the following questions:
  + Did the print marketing materials turn out better than they would have if you did them on your own?
  + What was helpful about working with this “expert”? What was challenging? How do you think this might compare to hiring an art director or consultant to help you design a print marketing campaign in the professional world?