AOHT Hospitality Marketing

Lesson 11

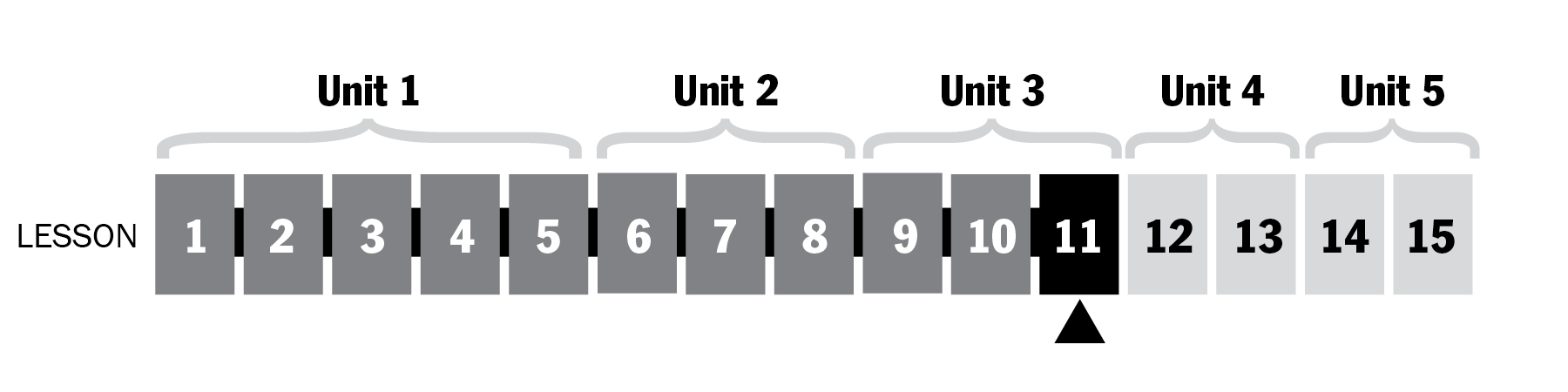
Broadcast Media Campaigns

This lesson introduces students to the specifics of using a broadcast media campaign as a marketing channel. Students learn about the advantages and disadvantages of a radio and television campaign. In addition, they experience firsthand the challenge of using a brief amount of time to capture the audience’s attention by writing a commercial jingle promoting their project attraction.

Advance Preparation

* Prior to Class Period 1, copy the statements from Teacher Resource 11.1, Guide: True or False?, onto index cards (one statement per card).
* This lesson asks students to write a jingle. You may wish to make arrangements for students to play music for their jingle in class. If so, you will need to have a stereo, CD player, or computer with speakers. This is an optional part of the activity.

This lesson is expected to take 3 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Classify radio and television stations by likely target audiences
* Develop a script for a radio or TV jingle that promotes a tourist attraction
* Evaluate broadcast media outlets and recommend one or more for an ad promoting a tourist attraction

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)
* Communicate information about products, services, images and/or ideas to achieve a desired outcome (Common Career Technical Core 2012, Standard MK 9)
* Apply techniques and strategies to convey ideas and information through marketing communications (Common Career Technical Core 2012, Standard MK-COM 1)
* 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)
* Communicate information about products, services, images and/or ideas to achieve a desired outcome (Common Career Technical Core 2012, Standard MK-COM 5)
* Understand the roles of marketing and the impact of marketing on the individual, business, and society (McREL Business Education Standards 1999, Standard 43)
* Understand characteristics of a market and strategies used to deal with a diversified marketplace (McREL Business Education Standards 1999, Standard 46)
* 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 |
| Script for a jingle promoting the culminating project attraction (Student Resource 11.4) | Assessment Criteria: Jingle Writing (Teacher Resource 11.2) |

Prerequisites

* An understanding of radio marketing channels
* An understanding of television marketing channels
* A grasp of the ways to use a variety of marketing channels to create the most effective marketing plan

Instructional Materials

Teacher Resources

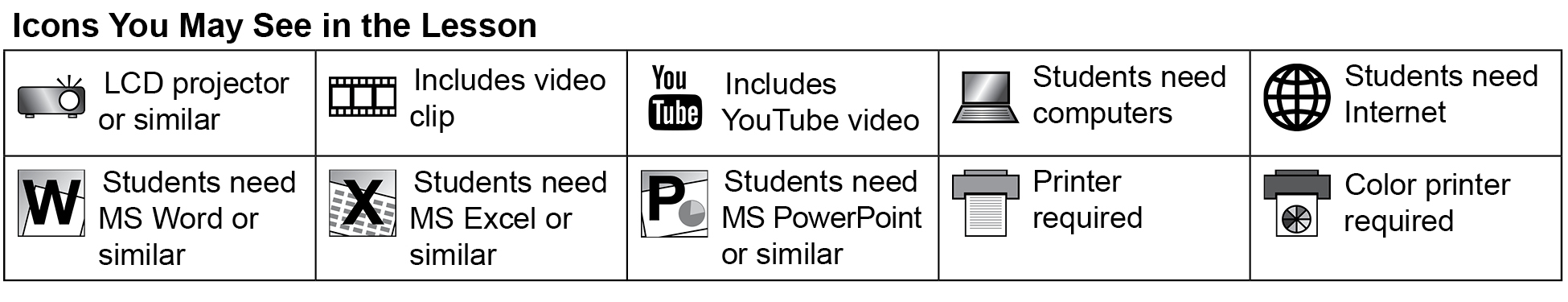
* Teacher Resource 11.1, Guide: True or False?
* Teacher Resource 11.2, Assessment Criteria: Jingle Writing
* Teacher Resource 11.3, Key Vocabulary: Broadcast Media Campaigns
* Teacher Resource 11.4, Bibliography: Broadcast Media Campaigns

Student Resources

* Student Resource 11.1, Reading: Broadcast Media Campaigns
* Student Resource 11.2, True or False: Broadcast Media Campaigns
* Student Resource 11.3, Organizer: Analyzing Media Ads
* Student Resource 11.4, Assignment: Writing a Jingle

Equipment and Supplies

* Blackboard, whiteboard, or flip chart
* Index cards (10 total)
* Masking tape or tape that is easy to remove from paper
* Chart paper
* A stereo, CD player, or computer with speakers (optional)



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 10 | Anticipation: True or False?  This activity will activate prior knowledge and increase students’ curiosity about broadcast media advertising. It also focuses on the following college and career skill:  Working effectively with a diversity of individuals and perspectives  Before class begins, copy the statements from Teacher Resource 11.1, Guide: True or False?, onto index cards (one statement per card). Also, make a chart like this on a sheet of chart paper:   |  |  | | --- | --- | | True | False | |  |  |   When class begins, divide the class into pairs or triads and give each group one index card. Explain to the students that they need to use their own knowledge and common sense to decide if their card is true or false. Let them know that they may ask their classmates’ opinions as well. Once they make their decision, tell them to add a sentence to the back of the index card explaining their reasoning.  Then ask them to tape their card onto the chart under True or False, based on what they believe.  Explain to the students that they will be able to find out the answers in the next assignment and will be able to move their card later if they need to. |
| 2 | 30 | Read and Discuss: Broadcast Media Campaigns  With this reading, students learn about the benefits and limitations of TV and radio commercials, thereby figuring out whether they correctly identified the True or False statements.  Introduce and review Student Resource 11.1, Reading: Broadcast Media Campaigns, and Student Resource 11.2, True or False: Broadcast Media Campaigns. Point out that Student Resource 11.2 includes a list of all the statements currently posted on the chart paper.  Ask the pairs or triads of students to complete Student Resource 11.2 while they read, identifying whether each statement is true or false and why. Tell them that if they realize that they made the wrong guess about the statement on their card, they can come up and move their card from one side of the chart to the other.  Next, review the chart as a class. Ask each group what their original reasoning was. Then ask them if they changed their reasoning based on the reading, and if so, how?  Use Teacher Resource 11.1, Guide: True or False?, to double check and make sure that the cards are in the right location. Ask students to check their answers too, and answer any remaining questions.  You may wish to gauge student understanding by assessing Student Resource 11.2 on a credit/no-credit basis. |
| 3 | 10 | Homework: Looking for Advertising Jingles  Students learn about advertising jingles and analyze television or radio commercials in preparation for writing their own jingle.  Ask students about the term *jingle*, which was introduced in the reading.  What is a jingle?  Once they have explained it, ask them if they can remember any examples of jingles they have heard on TV or the radio. If possible, mention some jingles they may have heard to jog their memory.  Next, ask students:  Why would a company choose to create a jingle instead of a different form of advertising?  Allow students to make some suggestions. If no one brings it up, point out that music can be a great way to help people remember things—look at how most of us learn the ABCs. Ask students if they have ever gotten a jingle or tune from a commercial stuck in their heads, and discuss why they think that might happen or how that could help the business with its advertising.  Ask students to brainstorm other ways in which a jingle might be helpful—for example, it sets a tone for the ad right away just based on what kind of music is used. Explain to students that their assignment in the next class period will be to write a jingle promoting their project attraction.  To help them prepare for that, ask students to review Student Resource 11.3, Organizer: Analyzing Media Ads. Explain that their homework is to spend an hour watching television or listening to the radio. During that hour, they should keep a list of every commercial they see or hear and answer the questions. If they run out of space (which they should if they watch for an hour), they need to copy the chart into their notebook and continue taking notes.  Review the questions and the example to help students understand what they need to make notes about. Let students know they will be reviewing this assignment at the start of the next class period. |
|  |  | CLASS PERIOD 2 |
| 4 | 15 | Homework Review: Analyzing Jingles  Students discuss what they learned by analyzing jingles for homework.  Ask students to move into their project group and compare the commercials they analyzed for homework. Instruct students to pay special attention to the question that asks them to consider whether the jingles they heard could be helpful in writing a jingle for a new attraction.  After the groups have had approximately 10 minutes to discuss, ask each group to share one idea they got or one thing they learned from their commercial watching that they think will help them write a good jingle for their project. Ask them to consider why or how a jingle was memorable for them.  You may also wish to collect Student Resource 11.2 and student notebooks and to gauge student understanding by assessing the homework on a credit/no-credit basis. |
| 5 | 35 | Culminating Project Work: Writing a Jingle  In this activity, students experience some of the challenges of ad writing as they write a commercial jingle promoting their project attraction. It also focuses on the following college and career skills:  Utilizing time efficiently when managing complex tasks  Developing awareness of one’s own abilities and performance  Ask students to review Student Resource 11.4, Assignment: Writing a Jingle, paying attention to the tips for jingle writing as well as the assessment criteria. Ask each group to summarize one tip they think will be particularly helpful or one criterion they think they can do well. Use this opportunity to correct any misunderstandings.  Allow students to brainstorm with their project group for 5–10 minutes before asking them to return to their seats to write their jingle. Give students the rest of the class period to work on their jingle individually. When the class period ends, let students know that they will be sharing their jingles in the next class period and ask them to finish their jingle for homework.  You may wish to give students an opportunity to share the musical choices for their jingles with the class. If so, let students know that they will be able to play an appropriate selection of their music if they wish in the next class period. Give them instructions about what kind of musical equipment will be available. Invite students who wish to include music to play it before or during the presentation of their jingles. Encourage students to practice with the music at home and to make sure they know exactly the right part of the song to play. |
|  |  | class period 3 |
| 6 | 10 | Group Discussion: Choosing a Jingle to Share  Students work together to determine which jingle to share with the rest of the class.  If students will be playing samples of their music, set up a stereo, CD player, or computer with speakers before class starts.  At the beginning of class, ask students to move into their project group and compare their jingles. Explain that the groups need to pick one jingle to share with the rest of the class. If it’s difficult for them to decide, or if there’s a tie, students can present two. They need to pick the jingle that is the most catchy, original, and clever while fulfilling the actual purpose (reaching their target market with information about their attraction). |
| 7 | 30 | Performance: Sharing Jingles  Students share their jingles with the rest of the class.  One at a time, have a group representative come up and share the group’s jingle with the rest of the class. If you are allowing students to share music samples as well, help them set up their music on the provided equipment.  As each group representative presents, ask the other students in the class to think about the following questions, which can be posted on the board or on a sheet of chart paper:  Who do you think this jingle is targeting?  What does this jingle do well? (Is it funny? Memorable?)  Would this jingle work better for radio or TV? Why?  After each jingle is shared, invite a few students to share their responses to one of the questions. Repeat this process until every group has shared at least one jingle. |
| 8 | 10 | Discussion: TV or Radio?  Students consider whether their jingles would work better for TV or radio.  Ask students to move back into their project group. Remind them of the true or false statements and the reading they did on broadcast media, and ask them to discuss as a group whether their jingles would work better for a TV commercial or a radio ad. Ask them to write down their conclusions in their notebook using the following prompt:  [Student Name]’s jingle would work best for [TV/radio] because….  Students should complete the prompt for each group member. Give students a couple of minutes to compare their notes. Conclude the lesson by noting that the students’ heightened awareness of jingles and the elements that make them effective will also make students more aware of why a particular jingle is memorable or forgettable. The next time they hear a jingle that they are unfamiliar with, they can practice predicting whether the jingle will be popular and whether it will help to sell more of the product, and why.  At the end of the class period, collect the jingles and assess them using Teacher Resource 11.2, Assessment Criteria: Jingle Writing. You may also wish to gauge student understanding by assessing the notebooks on a credit/no-credit basis. |

Extensions

Content Enrichment

* Have students research famous jingles. Instruct students to talk to parents, grandparents, or older relatives about jingles or commercials they may remember. Then have students do research to find an example of that jingle (for example, some businesses have archives on their websites and some famous commercials are available on YouTube). Have students bring in their examples and share them with the class. Discuss any overlap between the jingles—for example, do several students’ parents remember the same jingle from their childhood? Does a jingle change in effectiveness over time or are some jingles timeless in their effectiveness? Other topics can include how jingles change over time (a popular jingle from the 1950s is not going to sound like a popular jingle today), or why jingles stick in someone’s memory.

STEM Integration

* Engineering: Marketing for broadcast media has to be transmitted via the airwaves. Help your students understand how the airwaves work by partnering with your school’s science teacher. Together, guide students through this activity on how to build a radio in 10 minutes: <http://sci-toys.com/scitoys/scitoys/radio/ten_minute_radio.html> . Ask students to think about what additional parts would be needed to transmit a TV signal. Does the complexity of technology influence the price of an advertising medium? What other factors figure in?
* Science/Math: The signals sent from a radio or television travel in the form of waves that are, like visible light, X-rays, and microwaves, part of the electromagnetic spectrum. Use this activity from NASA to teach students about the EM spectrum and the relationship between radio frequency (what they tune into, such as 95.9 FM), wavelength, and the amount of energy in the waves: <http://sci-toys.com/scitoys/scitoys/radio/ten_minute_radio.html>. Have them use a simple formula to determine the wavelength of their favorite radio stations, using their FM frequencies. The lesson includes several problems that can give students more math practice.
* Technology: If students have Internet access, consider asking them to select one or more jingles to record using an online tool like MP3 My MP3 (<http://www.mp3mymp3.com/>). Then ask students to share their audio recordings with the class.

Additional Cross-Curricular Ideas

* Music: Have students work with the school band or music students to set their jingles to music and make recordings of them.
* English Language Arts: Give students a list of famous jingles and have them analyze the jingles for their use of poetic devices and figurative language. Based on this analysis, have them create a “Jingle Writer’s Guide to Figurative Language” that features definitions and examples of the most commonly used poetic and linguistic devices.