TECHNO *Ad*

Teacher Guide

Lessons for Middle & High School Students | Grades 8 - 12

Technology Project using

Blender

Create a video ad for a target audience.

In this project, students gain essential media literacy skills by becoming digital marketers. They produce a video ad to sell a new product. Their campaign begins with an analysis of selling tactics used in media messages. Next, they investigate how their target customer interacts with online advertising. To further prepare for the task, students explore video production techniques. Once aware of how companies manipulate viewers, they team up to create an advertisement using Blender. Upon completion, they summarize their marketing campaign in professional report.

TECHNOKids.

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Introduction to TechnoAd

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Students complete the following tasks:

➢ In session 1, students investigate their exposure to online advertisers. To start, they consider consumption of media messages. Next, they critically think about how selling tactics, hidden messages, and stereotypes in video ads might influence their behavior or thinking. Afterwards, they build a questionnaire using Forms to discover how people interact with online advertising. These metrics will not only raise media awareness but will also inform placement of their video ad in upcoming sessions. An optional challenge explains how to create a pivot table in Microsoft Excel or Google Sheets to compare groups of data to notice differences in gender or age.

➢ In session 2, students become videographers. To start, they analyze video ads to notice how shots, angles, and movement convey a message. Next, they experiment with a video camera to capture wide, medium, and tight shots. Also, they explore how zoom, pan, and tilt control viewer attention. These operational techniques will be used later to produce their own video ad.

➢ In session 3, students discover how to use Blender tools to create an ad. First, students customize the program window for video editing. Next, they import clips and explore how to arrange media in channels. They trim, split, and overlay strips to produce a 15 second video that will captivate customer interest. These production techniques will be applied in the upcoming sessions to advertise a new product.

➢ In session 4, students design a video ad concept. Working as part of a creative team, they develop an advertisement for a new product. They write a script and storyboard for each shot. Upon completion, they apply their knowledge of marketing and video production techniques to capture the footage.

➢ In session 5, students become video editors. They produce their own unique video ad using the footage captured from the previous session. To start, they import media into Blender. They then apply their editing skills to produce a fifteen-second advertisement. Upon completion, they prepare to write a Marketing Campaign report by exporting the video in different file formats.

➢ In session 6, students summarize their marketing campaign. Using either Microsoft Word or Google Docs they explain how their video targets a specific audience. Based on survey data, they recommend the best time of day and digital channel for the ad. To create a professional-looking document they format the layout to include a table of contents, headings, page numbering, and more.

Implementation and Technology Integration Ideas

In TechnoAd, students become digital marketers. They design a marketing campaign to promote a new product. By analyzing the target audience's online habits, they produce a video ad that effectively attracts their attention. This project blends media literacy skills with data analysis, video production, and word processing.

TechnoAd integrates into various courses of study:

- *Language Arts Unit*: The activities in TechnoAd include analysis of media messages, which is ideal for a media literacy unit. Students learn how advertisers manipulate viewers using selling tactics, hidden messages, and stereotypes. Tasks include critically viewing ads, as well as producing their own.

- *Media Arts Unit*: TechnoAd can be used to teach video production. Students explore how types of shots, camera movement, and camera angles convey a message to the audience. They also develop video editing skills including how to trim, split, and sequence strips to produce an ad.

- *Marketing Unit*: TechnoAd can be integrated into a marketing course. Students assume the role of a digital marketer. They analyze data, create a video ad, and then recommend ad placement. This is an opportunity for students to explore a viable career.

- *Data Analysis and Problem-Solving Unit*: There are several real-world applications of mathematics within the TechnoAd activities. Students conduct a survey and then collect data about online habits. They interpret the results. An extra challenge explains how to build a pivot table to compare groups. This information is used to select a product to advertise, as well as recommend ad placement.

Scheduling Assignments

How long does it take to teach TechnoAd?

Several factors influence the amount of time it takes to teach. Most notably:

- existing student knowledge and skills,
- whether the task is completed independently or as a class discussion,
- length and frequency of classes,
- whether reviews, skill reviews and extension activities are included.

Suggested Timeline

TechnoAd	Timing (1 class=90 minutes)
Session 1 Analyze Online Advertising	3 classes
Assignment 1: You are a Target!	45 minutes
Assignment 2: Analyze Video Ads	45 minutes
Assignment 3: Research Online Users and Video Ads	90 minutes
Assignment 4: Interpret Research Results	90 minutes
Session 2 Discover Camera Techniques	1 class
Assignment 5: Analyze Camera Techniques	30 minutes
Assignment 6: Capture Shots, Angles, and Movement	60 minutes
Session 3 Explore Video Editing Tools	1 class
Assignment 7: Customize the Blender Window	30 minutes
Assignment 8: Edit Shots to Produce an Ad	60 minutes
Session 4 Advertise a Product	2 classes
Assignment 9: Design a Video Ad Concept	90 minutes
Assignment 10: Shoot Footage for the Video Ad	90 minutes
Session 5 Create Video Ad	2 classes
Assignment 11: Produce an Ad	135 minutes
Assignment 12: Gain Peer Feedback and then Edit the Video	30 minutes
Assignment 13: Render Video Ad for Marketing Campaign	15 minutes
Session 6 Report Marketing Strategy	1 class
Assignment 14: Summarize the Marketing Campaign	60 minutes
Assignment 15: Format the Report	30 minutes
	10 classes 900 minutes

How Can I Reduce the Number of Classes?

What if you do not have 10 classes (900 minutes)? Below are some suggestions:

1. Focus on media analysis only. Assignments 1- 6 explore the techniques online advertisers use to manipulate viewers. Complete these activities to teach media literacy skills only.

2. Focus on video production only. Assignments 5-12 apply camera operation and editing tools. Complete these activities to teach video production skills only.

3. Do not create an original ad. Group work is time consuming. Limit TechnoAd to Assignments 1-8. Students learn video production techniques by editing supplied clips.

4. Design the survey yourself. In Assignments 3 and 4 a survey measures online habit. To save time, create a survey and then have students answer it during class instead of designing their own. Analyze the results as a group discussion.

5. Exclude the marketing report. Remove Assignments 14-15. These activities have students summarize their marketing strategy. Also, they include data analysis and word processing skills.

How Can I Increase the Number of Classes?

What if I have more than 10 classes (900 minutes)? Or, what if your students are progressing at different rates and you need to differentiate instruction? Below are some suggestions:

1. Assess learning using reviews. Assign quizzes to evaluate knowledge of media literacy and video production concepts.

2. Consolidate learning using skill reviews. These extra activities are excellent practice.

3. Enrich knowledge of media literacy and video production using extension activities. Many of these tasks challenge students. These develop a deeper understanding about advertising and video editing techniques.

Session 1
Analyze Online Advertising

In this session, students investigate their exposure to online advertisers. To start, they consider consumption of media messages. Next, they critically think about how selling tactics, hidden messages, and stereotypes in video ads might influence their behavior or thinking. Afterwards, they build a questionnaire using Forms to discover how people interact with online advertising. These metrics will not only raise media awareness but will also inform placement of their video ad in upcoming sessions. An optional challenge explains how to create a pivot table in Microsoft Excel or Google Sheets to compare groups of data to notice differences in gender or age.

Assignment 1: You are a Target!

Assignment 2: Analyze Video Ads

Assignment 3: Research Online Users and Video Ads

- Build a Survey Using Microsoft Forms
- Build a Survey Using Google Forms

Assignment 4: Interpret Research Results

- Challenge: Compare Data Using a Pivot Chart in Excel
- Challenge: Compare Data Using a Pivot Table in Sheets

Session 1 Review: Media Literacy and You

Session 1 Skill Review: Spot the Selling Techniques

Session 1 Extension Activity: Control Ads

Session 1 Getting Started

Overview

In this session, students investigate their exposure to online advertisers. To start, they consider consumption of media messages. Next, they critically think about how selling tactics, hidden messages, and stereotypes in video ads might influence their behavior or thinking. Afterwards, they build a questionnaire using Forms to discover how people interact with online advertising. These metrics will not only raise media awareness but will also inform placement of their video ad in upcoming sessions. An optional challenge explains how to create a pivot table in Microsoft Excel or Google Sheets to compare groups of data to notice differences in gender or age.

Materials

- Video Player

- Microsoft Forms/Microsoft Excel *or* Google Forms/Google Sheets

- Workbook: Assignments 1 – 4

- Ad Folder or Online Ads:

  target https://youtu.be/a2gYwo8J804   shampoo https://youtu.be/5CTlH8ZXsDY
  teeth https://youtu.be/gujoUPRb-Pg   insurance https://youtu.be/g0zJNjGM5Dw
  chip https://youtu.be/SYzyAx5Tcvg   acne https://youtu.be/CWuXlLEH-80
  toothpaste https://youtu.be/lYw-g_9M5z4

- Session 1 Review: Media Literacy and You (optional)

  pizza https://youtu.be/Vdq8J0DtXHM   juno https://youtu.be/eNmrjj_PS1Y

- Session 1 Skill Review: Spot the Selling Techniques (optional)

- Session 1 Extension Activity: Control Ads

Teacher Preparation
(Refer to the Preparing to Teach section of this guide for instructions)

- Make the *Ad folder* available to students. It has a Workbook folder with PDF assignment sheets. It also includes video ads.

- Students must be able to view YouTube videos or access the Ad folder. Verify that the links to the video ads are working. If they are no longer available, contact TechnoKids (support@technokids.com).

- Determine if you will make the Video Ads survey from Assignment 3 yourself or whether students will team up to create their own.

- Select *either* Microsoft Forms or Google Forms for the survey in Assignments 3 and 4.

- Select *either* Microsoft Excel or Google Sheets to build a pivot table in Assignment 4.

Teaching Strategy

In this project, students develop media literacy skills by producing their own video ad. Explain the TechnoAd project scenario:

In this project, you become a digital marketer that advertises a product. To prepare for this task you will learn about marketing techniques. Once you are media savvy, you will analyze data about a target audience and then design a marketing plan. Working in a team, you will storyboard a concept for a video ad and then together capture the footage. Using Blender, you will then edit the content to produce a fifteen second clip that will attract viewer attention. A report will summarize details about the advertising campaign.

In this session, students learn about online advertising and how it influences a target audience. Explain session scenario:

In this session, you become a digital marketer. A digital marketer is someone that uses digital channels such as social media or a blog to promote a product or service. To start, you will consider your personal exposure to advertising, with a focus on online content. Next, you will study video ads to notice the selling tactics, hidden messages, and stereotypes. Afterwards, you will create a survey to analyze online behavior and advertising. This information will be used later when developing a marketing plan for your own video ad.

It is time to become media savvy!

Assignment 1: You are a Target!

In this assignment, students consider their exposure to advertising and how they are a target. To start, they measure their consumption of media and calculate the number of ads they might view in a lifetime. Next, they learn how advertisers track online behavior to display personalized ads. Afterwards, they analyze two ads that are selling a similar product to notice how advertisers target consumers differently. This activity can be done individually or as a class discussion.

Before you begin, introduce the following terms:

- *media savvy*: aware of the influence media can have on people.
- *ad:* message that lets people know about a product or service.
- *media:* all forms of mass communication.
- *target audience*: group of people most likely to purchase a specific item.
- *digital channel*: online method to engage customers such as an app or platform.

> Session 1 Extension Activity: Control Ads
>
> To extend learning of tracking technologies, have students complete the Session 1 Extension Activity. Instructions explain how to customize the Chrome web browser to adjust privacy and security settings.

Assignment 2: Analyze Video Ads

In this assignment, students watch video ads and analyze the techniques used to sell a product. They answer questions about selling tactics, hidden messages, and stereotypes. The goal is to have students become critical of advertising to develop media literacy skills. Although this task can be done individually, in order to promote discussion you may want students to work in pairs or small groups.

Before you begin, introduce the following term:

- *stereotype*: overly simple way of representing a person by generalizing how they look, talk, and act.

> Session 1 Skill Review: Spot the Selling Techniques
>
> To reinforce media literacy skills, you may want your students to complete the Session 1 Skill Review. Students select a video and analyze the selling tactics, hidden messages, and stereotypes.

Assignment 3: Research Online Users and Video Ads

In this assignment, students become digital marketers. They pair up to create a survey using either Microsoft or Google forms. Each team must collect data from at least ten people to have enough information to analyze in the following assignment.

SELECT THE INSTRUCTIONS THAT MATCH YOUR SOFTWARE!

Optional – Explore Digital Marketing Careers

Before you begin, introduce digital marketing to students. You may wish to discuss this career path. Job boards such as Indeed.com or Monster.com will provide details about this job.

Introduce the following terminology:

- *digital marketer*: a job that uses digital channels such as social media to engage customers by analyzing user data, creating targeted ads, posting them online, and then monitoring the campaign.

Optional – Demonstrate Data Analytics

As digital marketers, students' first task is to gather data about online behavior. In the real world this data would come from a website's Google Analytics, company's loyalty programs, or platform's user information such as Facebook.

To help students understand how data is used to analyze online behavior you can:

- show the user data of your school's Learning Management System to demonstrate how online activity is trackable.

- use the Internet to search for google analytics screenshots to illustrate what companies know about visitors.

Optional – Make the Survey Yourself to Save Time

The TEACHER can create ONE SURVEY prior to class and share the link with students. Students then become the respondents. This data can be used to measure teens' online behavior.

<u>Assignment 4: Interpret Research Results</u>

In this assignment, students analyze survey results. They answer questions to determine the best time of day and digital channel to place a video ad. This task can be completed in the pair group from Assignment 3 or independently. The data will be used later when selecting a product to sell (Assignment 9) and when reporting on the marketing campaign (Assignment 14).

Additional instructions explain how to create a pivot table using Excel or Sheets. The pivot table will group data by gender and age. This task is suited to students with existing spreadsheet skills.

Before you begin, introduce the following term:

- *pivot table*: a tool that summarizes groups of data into rows and columns to make the information easy to compare.
- *pivot chart*: a graph that summarizes the data in a pivot table.

SELECT THE INSTRUCTIONS THAT MATCH YOUR SOFTWARE!

Lesson Plan

Assignment 1: You are a Target!
- Recognize that advertisements are everywhere.
- Identify types of media used daily.
- Calculate the number of ads viewed in a day, week, month, year, and lifetime.
- List attributes or behaviors advertisers want to know so they can target people.
- Reflect upon the pros and cons of personalized ads and tracking technologies.
- Analyze ads selling a similar product to identify how advertisers target an audience.

Assignment 2: Analyze Video Ads
- Read about popular selling tactics used to attract and hold audience attention.
- Analyze ads to identify the selling tactics.
- Read how advertisers include both a main and hidden message to not only inform viewers but also manipulate them.
- Analyze ads to identify the main message and deduce the hidden messages.
- Read how stereotypes can shape what viewers think about themselves and others.
- Analyze ads to determine stereotypes and recommend how to remove them.
- Apply media literacy skills to critically analyze an ad targeted at teens.

Assignment 3: Research Exposure to Online Ads
- Form pair groups.
- Read about the role of a digital marketer.
- Self-reflect on existing skills for becoming a good digital marketer.
- Review survey questions about online users and create two additional questions that will measure where, when, or what makes people watch video ads.
- Build a survey using either Microsoft or Google Forms.
- Collect data from at least 10 respondents.

Assignment 4: Interpret Research Results
- Open survey data in either Microsoft or Google Forms.
- View responses.
- Interpret survey results to answer questions about online users and advertising.
- Compare data using a pivot table in either Microsoft Excel or Google Sheets.

Learning Objectives

Media Literacy | Digital Citizenship
Media and information Literacy
- define the terms ad, media, target audience, digital channel, and stereotype
- recognize that advertisements are everywhere
- identify types of media
- calculate the number of ads viewed in a day, week, month, year, and lifetime
- list information advertisers use to target people
- analyze ads to identify how advertisers target an audience
- identify selling tactics used to attract and hold audience attention
- identify the main message in an ad and how it informs the audience
- deduce the hidden message in an ad and explain how it manipulates the audience
- determine stereotypes in an ad and recommend how to remove them

Changemaker in the Digital Economy
- recognize the roles and responsibilities of a digital marketer
- self-reflect on existing skills for becoming a good digital marketer

Cyber Security Management
- reflect upon the benefits and drawbacks to personalized ads and tracking technology
- identify technology that tracks online activity (optional)
- change browser settings to control privacy (optional)

Data Management | Forms and Spreadsheets
Working with Forms
- create questions to measure online user behavior
- build a digital survey that includes multiple choice and short answer questions
- list suitable choices for a survey question
- set a question to required
- shuffle the order to randomize choices for a question
- preview a form
- test a form and edit the content and layout based on the results
- submit a form
- view survey responses
- delete responses from a survey form
- collect data using a survey form
- view survey responses
- copy a survey form link and paste into a new location (optional)

Working with Spreadsheets (Optional)
- view survey results in a spreadsheet
- create a pivot table on a new worksheet
- add fields into a pivot table for the rows, columns, and values
- compare groups of data using a pivot table to notice differences in gender or age

Applied Technology
- view ads to identify target audience, selling tactics, hidden messages, and stereotypes
- collaborate with a peer to build a survey and collect data about online users
- interpret data to recommend ad placement including digital channel and scheduling

Assignment 1 You are a Target!

In this project, you become a digital marketer that creates a video ad to target customers. To prepare for this role, you must become media savvy. This means you will be aware of the influence the media can have on people.

To start, read about advertising to understand how it influences viewers. Then, answer the questions.

Advertising Is Everywhere!

Advertisements or ads are messages that let people know about a product or service. Companies advertise to sell products to make money. They hope that people will buy what they see or hear about in the advertised message.

There are many places that companies can place their ads:

Traditional Places for Ads	Brand Logo on Objects	Digital Channels
• billboard	• clothing	• website
• magazine	• shoes	• social media feed
• newspaper	• shopping bag	• search engine result
• flyer	• pen	• email
• television	• water bottle or mug	• podcast
• radio	• key chain	• mobile apps (YouTube, WhatsApp)
• bus shelter	• USB stick	• news story or blog
• park bench	• business vehicle	• online game

1. Look around you. What advertisements do you see?

How Many Ads Might You See in a Lifetime?

Media is all forms of mass communication. This means anything that can be used to communicate with many people. Media can be either in print or digital formats.

2. Which types of media do you use each day? Check all that apply.

☐ network television   ☐ social media   ☐ newspaper

☐ movie or show streaming service   ☐ email   ☐ magazine

☐ radio station   ☐ podcast   ☐ blog

☐ music streaming service   ☐ mobile app   ☐ video channel

☐ website   ☐ video game

3. Count the checkmarks above. How many types of media do you use each day?

4. Most types of media have ads. Let's say each type of media you use in a day shows just two ads. Calculate how many ads you see.

a. ads per day:

	X		=	
		2		
types of media used daily		ads seen for each media type		ads per day

b. ads per week:

	X		=	
		7		
ads per day		number of days in a week		ads per week

c. ads per month:

	X		=	
		4		
ads per week		number of weeks in a month		ads per month

d. ads per year:

	X		=	
		12		
ads per month		number of months in a year		ads per year

e. ads per lifetime:

	X		=	
		75		
ads per year		average lifespan		ads per lifetime

4. Why is the number of ads you see in a day likely higher?

You are a Target!

Not every product is for everyone in the world. People want different things. Sometimes you may see an ad you do not like or understand. This is likely because it was not made for you.

When companies make ads, they want to show the right message to the right person. The goal is to attract the attention of their target audience. A target audience is a group of people most likely to purchase the item.

5. You are a "target". Even though you may not have a lot of money, companies know that you influence what your parents buy. For this reason, they make ads just for you.

What information do companies want to know about you?

age:

gender:

race:

country:

hobbies:

favorite show:

favorite music artist:

last item purchased:

How Do Advertisers Target You?

In the past, companies used traditional places for their ads, such as cable television or a radio station. Advertisers would try to reach their target audience based on the type of show or music genre. This meant everyone saw or heard the same ad at the same time.

However, today companies use digital channels. A digital channel is an online method to engage customers. It could be an app such as WhatsApp or a platform like Facebook. Advertisers use technology to track what people watch, read, play, search, or buy. This lets them control who will see which ad on a digital channel.

What information is tracked and then used to target you?			
location	interests	purchases	Complete the Session 1 Extension Activity to learn more!
age	device	likes	
gender	views or clicks	browsing activity	

6. List a pro and con to tracking technology showing personalized ads.

   a. pro: ads are for products or services you want

   b. con: lack of privacy

How Do Advertisers Attract their Target?

Nothing in an ad is accidental. Everything is selected to get you to watch and then want to buy the item. To attract the target audience, advertisers do the following things:

- make the actor look and act just like the consumer.
- show the actor doing things like the consumer.
- use a celebrity or character the consumer will like.
- play music that the consumer will want to hear.
- have the product answer a problem that the consumer faces.
- speak using the language and style that the consumer uses.
- show a place that is like where the consumer plays, eats, lives, or works.

7. Watch an ad. You can find it online or in the Ad folder.
   Target Ad: https://youtu.be/a2gYwo8J804

   Describe two ways the ad targets people your age:
   - looks like an average teenager wearing a sweatshirt and carrying a backpack

   - shows teenager at school, teenager worries about appearance

8. Did the ad work? Do you think this product might be for you? Why or why not?

9. Watch an ad for a similar product. *Teeth* Ad: https://youtu.be/gujoUPRb-Pg

   a. Who is the target audience?   middle aged women who want white teeth

   b. How does the ad target the audience?   answer problem, actor looks like consumer

Assignment 2 Analyze Video Ads

Advertisers use proven techniques to get you to want their products. Their goal is to convince you that life will be better with their item. Learn how to spot selling tactics, hidden messages, and stereotypes.

Read how advertisers try to influence how you think and act. Afterwards, watch video ads. You can find them online or in the Ad folder. Can you spot the techniques?

Selling Tactics Convince You to Buy a Product

Most video ads are only 15 seconds long. Some are even shorter! Advertisers have a limited amount of time to grab viewer's attention, hold it, and then convince them to buy a product. This must happen before a person clicks the *Skip Ad* button or scrolls away.

Find out how they do it!

SELLING TACTICS	
Big Question: Pose a question that the product answers.	**Humor:** Show something funny that makes the viewer smile or laugh.
Made You Look: Catch viewer attention with animation, special effects, or sound.	**Sounds Good:** Use descriptive words that make the product sound amazing.
Fantasy: Create a make-believe world using animation and special effects.	**Slogan or Hashtag:** Use a memorable simple phrase that describes the brand or product.
Torture Test: Expose the product to hazards or extreme conditions.	**Side by Side:** Compare two products, then show one as better than the other.
Be Like Me: Actors do things that make the viewer want to be like them.	**Testimonial:** A real customer shares their story about why they like the product.
Celebrity: A famous person endorses the product.	**Expert:** An expert like a scientist, dentist, or doctor explains benefits often with statistics.

1. Watch each ad. Identify the selling tactic. Often there is more than one!

   a. *Chip* Ad: https://youtu.be/SYzyAx5Tcvg

   humor

   b. *Toothpaste* Ad: https://youtu.be/lYw-g_9M5z4

   expert, made you look (special effects)

Hidden Messages Influence How You Think

Has an advertisement for food ever made you hungry? The answer is likely, YES!

Video ads are powerful. They can change how you think or act. How do advertisers do it?

Advertisers want the main message to be easy to understand. Video ads inform viewers about the product. They describe the item and list the benefits. Some techniques are:

- The narrator or actor says a catchphrase.

- A slogan or hashtag shows during or at the end of the ad.

- A demonstration explains how the product works.

- Product details or price show on the screen, often more than once.

Advertisers imply a person's life will be better if they have the product. Video ads do more than just inform viewers. They have hidden messages. These often exploit people's insecurities or desires. Some techniques are:

- Good things happen to the person who uses the product. Bad things to those that don't.

- Almost everyone is shown using the product. Those that do not are left out.

- People that use the product look great, have many friends, are rich, feel happy, do fun things, or are successful.

2. Watch the ad. Identify both the main and hidden messages.

   Shampoo Ad: https://youtu.be/5CTlH8ZXsDY

   a. What is the main message?

   keep hair sleek with Garnier Fructis

   b. How did the advertiser inform you of the main message?

   the word sleek shows many times on the screen, hair looks straight

   c. What is the hidden message?

   you will be beautiful, have lots of friends, and have fun

   d. How did the advertiser imply the hidden message?

   girls have shiny long hair, are laughing, and have their arms around each other

Stereotypes Can Cause Harm

A stereotype is an overly simple way of showing a type of person. They generalize how someone of a specific age, gender, or race looks or behaves. Advertisers use stereotypes to show people in their ads that are like the target audience.

Stereotypes can do harm or cause offence. They become a hidden message that implies value or importance. They can tell viewers what jobs, activities, mannerisms, or image are suitable to a group of people. Over time stereotypes can shape what viewers think about themselves or others.
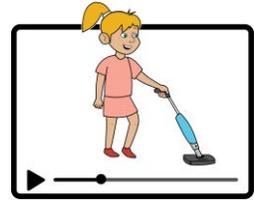
Common stereotypes are:

- **job roles** – traditional duties are done by females and males.
- **family** – families are shown as a mother and father with children (often with a dog).
- **expert** – males are shown in positions of authority or have superior knowledge.
- **mannerism** – males are seen as dominant and females as docile.
- **image** – females are shown as slim and flawless, and males as muscular.
- **invisible** – females or people of color are not present or given a minor role.

In some countries, there are laws to prohibit negative stereotypes in ads. However, they still exist.

3. Watch the ad. *Insurance* Ad: https://youtu.be/g0zJNjGM5Dw

    a. What is the stereotype?
    traditional white family, traditional job roles (mother cooks)

    b. How can you change the ad to remove the stereotype?
    reverse the mom and dad's roles, change the race, remove either the mom or dad

Be Critical of Video Ads

Advertisers want viewers to feel positive towards a product or brand. Be media savvy! How is the ad trying to influence you?

4. Watch the ad. *Acne* Ad: https://youtu.be/CWuXlLEH-80

    a. What selling tactics are used in the video ad?
    be like me, made you look (animation, music)

    b. What is the hidden message?
    you will have lots of friends and be happy if you use acne medication

    c. How is the video ad trying to avoid stereotypes?
    teens are different gender and races, look like average teens

Assignment 3 Research Online Users and Video Ads

Now that you know about selling tactics used by advertisers it is time to become a digital marketer. In this role, you will promote a product to a target audience using a video ad. The first step is to collect data about online users. This will help you create your own ad campaign later.

In this assignment you pair up to complete the following tasks:

- Learn about the job of a digital marketer.
- List survey questions about online users and video ads.
- Create a survey using either Microsoft or Google Forms.

What is a Digital Marketer?

A digital marketer uses digital channels to engage customers. They create ads and post them online to target customers. To pick the right channel a digital marketer analyzes data.

> **A digital marketer...**
> - ✓ studies demographics about the target audience (e.g., age, gender, interests).
> - ✓ creates content such as video ads, blogs, emails, or social media posts.
> - ✓ analyzes data to identify the best channels to engage customers.
> - ✓ schedules ads to display at the ideal time on a digital channel.
> - ✓ monitors the success of an ad campaign.
> - ✓ reports on digital marketing.

1. Check three skills you and your partner have that will make you good at digital marketing. Put a star beside a skill you or your partner need to improve.

☐ creative   ☐ problem solver ☐ media savvy   ☐ decision maker   ☐ organized

☐ analytical   ☐ team player   ☐ adaptable   ☐ resourceful   ☐ open minded

About the Survey

A digital marketer tracks what people do online. They also use surveys to learn about customers.

2. Read the survey questions. Add two more questions.

- When are you online the most for fun?
- What type of social media do you use the most?
- Where are you most likely to watch a video ad? (e.g., social media feed)
- What item did you last buy?
- What item do you wish you could buy?
- What is your gender?
- What is your age?
-
-

Microsoft Users: Build a Survey Using Forms

Build a Form

1. Open Microsoft Forms:

    a. Sign in to *OneDrive*. Click the *App launcher*. ⣿ Select *Forms*.

       or sign into https://forms.office.com

    b. Pick *New Form*.

2. Replace *Untitled form* with Video Ads Survey.

3. Ask about time of day:

    a. Pick *Choice*. ◉

    | + | ◉ Choice | T Text | 👍 Rating | 📅 Date | ⌄ |

    b. Replace *Question* with When are you online the most for fun?

    c. Replace *Option 1* with Morning.

    d. Select *Afternoon* and *Evening*.

1.	When are you online the most for fun?
○	Morning
○	Option 2

    Afternoon   Evening

    + Add option   Add "Other" option

    ○ Multiple answers   ◉ Required   ...

    e. Click *Required*. ⬤

4. Ask about social media:

    a. Click *Add new*.   + Add new

    b. Pick *Choice*. ◉

    c. Replace *Question* with What type of social media do you use the most?

    d. Replace *Option 1* with Facebook.

    e. Select all the suggestions. Use *+ Add option* to add none.

    f. Click *Required*. ⬤

2.	What type of social media do you use the most?
○	Facebook
○	WhatsApp
○	Instagram
○	LinkedIn
○	Snapchat
○	Twitter
○	none

    Add any other social media that is popular.

5. Ask about digital channels and ads:

    a. Click *Add new*. [+ Add new]

    b. Pick *Choice*. ⦿

    c. Replace *Question* with Where are you most likely to watch a video ad?

    d. Add the options:

       o before video

       o social media feed

       o news or blog post

       o website

    e. Click *Required*. ⬤

    f. Click *More settings*. ••• Pick *Shuffle options*.

Shuffle options will place the choices in a random order.

6. Ask about purchases:

    a. Click *Add new*. [+ Add new] Pick *Text*. T

    b. Replace *Question* with What item did you last buy?

    c. Click *Required*. ⬤

    d. Use your skills to add the question, What item do you wish you could buy?

You will use these answers to pick a product to sell when you make your own video ad.

7. Collect demographics:

    a. Click *Add new*. [+ Add new] Pick *Choice*. ⦿

    b. Replace *Question* with What is your gender?

    c. Pick *Add all* to add suggestions or pick the options you want.

    d. Click *Required*. ⬤

    e. Use your skills to add the question, What is your age?

    f. Pick *Add all* to add suggestions. Include any additional ages.

You will use these answers to group data in the following assignment using a pivot table.

8. Use your skills to add your own questions.

Test the Form

9. Take the survey. Check for problems:

    a. Click *Preview.* ⊙

    b. Answer each question. Click *Submit.*

    c. Click *Back.* ←

    d. Make any edits to the form.

CHECKLIST
☐ Every question is required. *
☐ There are no spelling mistakes.
☐ Options give a person enough choice.
☐ The order of questions makes sense.

You can change the order of the questions. Drag the handle.

Delete Test Responses

10. Your test answers are saved. You need to delete them:

    a. Click *Responses.*   Questions   **Responses** 1

    b. Click *More options.* ...

    c. Select *Delete all responses.* 🗑

    Video Ads Survey

    d. Click *Delete.*

Prepare to Collect Responses

You and your partner need to collect data. You must <u>survey</u> at least five people. You want a range of answers. Ask family members, teachers, or students from other classes.

11. Pick a method to collect data:

Use a Mobile Device

    a. Click *Preview.* ⊙

    b. Ask a person the questions. Click *Submit* when done.

The more data you have, the better your decisions.

Copy and Paste a Link

    a. Click *Collect responses.*   **Collect responses**

    b. Select *Anyone can respond.*

    c. Click *Link.* 🔗

    d. Click *the Copy link.* Click *Close.* X

    e. Paste link into an email, blog post, or other place.
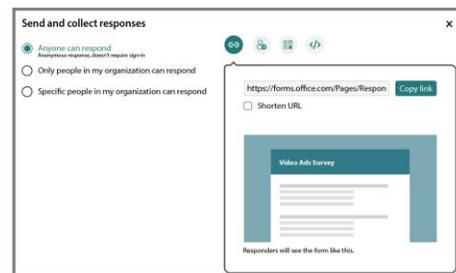
12. **COLLECT RESPONSES**

Google Users: Build a Survey Using Forms

Build a Form

1. Open Google Forms:

    a. Sign in to *Google Drive*.

    b. Click *New*.

    c. Pick *Google Forms.*

2. Replace *Untitled form* with Video Ads Survey.

---
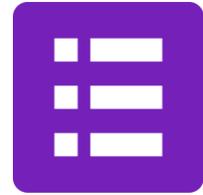
3. Ask about time of day:

    a. Replace *Untitled Question* with When are you online the most for fun?

    b. Replace *Option 1* with Morning.

    c. Select *Afternoon* and *Evening.*

    > When are you online the most for fun? — Multiple choice
    >
    > Suggestions: Add all | Afternoon Evening
    >
    > ○ Morning
    >
    > ○ Add option or add "Other"
    >
    > Required

    d. Click *Required.*

---

4. Ask about social media:

    a. Click *Add question* from the side bar.

    b. Pick *Multiple choice.*

    c. Replace *Question* with What type of social media do you use the most?

    d. Replace *Option 1* with Facebook.

    e. Press ENTER. Type WhatsApp.

       Use your skills to add:

       o Instagram

       o LinkedIn

       o Snapchat

       o Twitter

       o none

    > What type of social media do you use the most? — Multiple choice
    >
    > ○ Facebook ✕
    > ○ WhatsApp ✕
    > ○ Instagram ✕
    > ○ LinkedIn ✕
    > ○ Snapchat ✕
    > ○ Twitter ✕
    > ○ none ✕
    > ○ Add option or add "Other"
    >
    > Required

    f. Click *Required.*

    Add other social media that is popular.

5. Ask about digital channels and ads:

   a. Click *Add question* from the side bar. ⊕ Pick *Multiple choice.* ◉

   b. Replace *Question* with Where are you most likely to watch a video ad?

   c. Use your skills to add the options:

      o before video

      o social media feed

      o news or blog post

      o website

   d. Click *Required.*

   e. Click *More options.* ⋮

   f. Pick *Shuffle option order*.
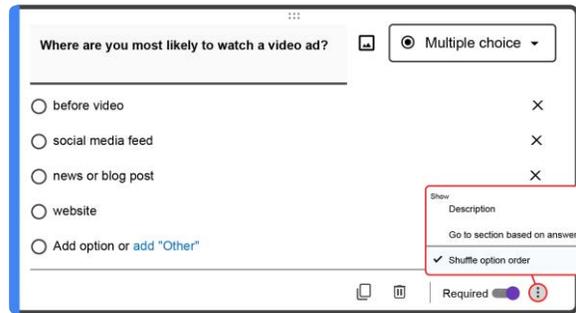
> Shuffle option order will randomly change the sequence of choices.

6. Ask about purchases:

   a. Click *Add question* from the side bar. ⊕ Pick *Short answer.* ▬

   b. Replace *Question* with What item did you last buy?

   c. Click *Required.*

   d. Use your skills to add the question, What item do you wish you could buy?

> You will use these answers to pick a product to sell when you make your own video ad.

7. Collect demographics:

   a. Click *Add question* from the side bar. ⊕ Pick *Multiple choice.* ◉

   b. Replace *Question* with What is your gender?

   c. Add your first option, such as Male or Female. Press ENTER.

   d. Pick *Add all* to add suggestions or add the options you want.

   e. Click *Required.*

   f. Use your skills to add the question, What is your age?

      Add the options Under 18, 18-24, 25-34, 35-44, 45-54, 55+

   g. Click *Required.*

> You will use these answers to group data in the following assignment using a pivot table.

8. Use your skills to add your own questions.

Test the Form

9. Take the survey. Check for problems:

   a. Click *Preview.* 👁

   b. Answer each question. Click *Submit.*

   c. Close the tab. X

   d. Make any edits to the form.

CHECKLIST
☐ Every question is required. *
☐ There are no spelling mistakes.
☐ Options give a person enough choice.
☐ The order of questions makes sense.

> You can change the order of the questions. Drag the handle.
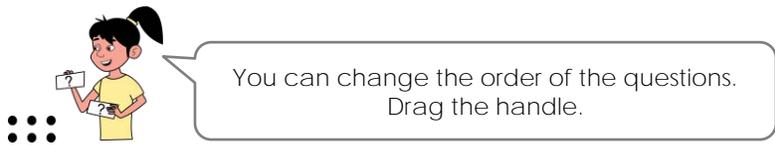
Delete Test Responses

10. Your test answers are saved. You need to delete them:

   a. Click *Responses.*

   Questions   **Responses** ❶   Settings

   b. Click *More options.* ⋮

   c. Select *Delete all responses.* 🗑

   d. Click *OK.*

Prepare to Collect Responses

You and your partner need to collect data. You must <u>survey</u> at least five people. You want a range of answers. Ask family members, teachers, or students from other classes.

11. Pick a method to collect data:

   ### Use a Mobile Device

   a. Click *Preview.* 👁

   b. Ask a person the questions. Click *Submit* when done.

   > The more data you have, the better your decisions.
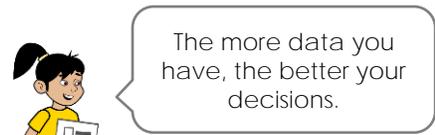
   ### Copy and Paste a Link

   a. Click *Send.*   Send

   b. Click *Link.* 🔗

   c. Click *Shorten URL.*

   d. Click *Copy.* Click *Close.* X

   e. Paste link into an email, blog post, or other place.

Send form	✕
☐ Collect emails	
Send via ✉ 🔗 <>	f ▾
Link	
https://forms.gle/XXXXXXXXX	
☑ Shorten URL	
	Cancel Copy
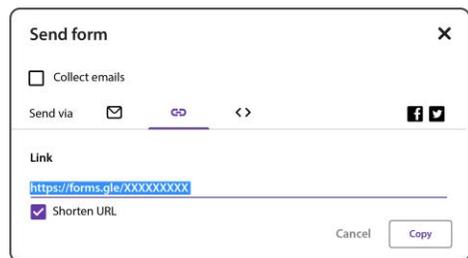
12. **COLLECT RESPONSES**

Assignment 4 Interpret Research Results

Follow the instructions to view a summary report of the survey responses. Use the data to answer the questions below.

Analyze Survey Data to Answer the Questions

▷   Open your Video Ads Survey from OneDrive or Google Drive. Click *Responses*. The summary report might look something like this:

A digital marketer uses data to make decisions.

You will use the survey results later when you make an ad campaign in Sessions 4 -6.

1.   Refer to the question, *When are you online the most for fun?*

When is the best time of day to schedule an ad?

2.   Refer to the question, *What type of social media do you use the most?*

Which is the best platform to post an ad?

3.   Refer to the question, *Where are you most likely to watch a video ad?*

Based on the answers where should you place an ad?

4.   Refer to the questions, *What item did you last buy? What item do you wish you could buy?*

List answers that repeat, are similar (e.g., food, clothing), or that interest you.

5.   Look at your own questions. What did you learn about online behavior and ads?

CHALLENGE! Create a pivot table to compare people of different genders and ages.
If a Microsoft user, follow the Excel instructions. If a Google user, follow the Sheets instructions.

Microsoft Users: Compare Data Using a Pivot Chart in Excel

Do people of different genders or ages have the same online behavior?
If you use OneDrive, create a pivot table in Microsoft Excel to find out.

- A pivot table groups data by placing values into rows and columns to make the information easy to compare.

- A pivot chart is a graph that summarizes the data in a pivot table.

Open the Survey Results in Excel

1. Open the Video Ads Survey. Click *Responses*. Select *Open in Excel*. You may need to click *Enable Editing*.
   Each question is a column heading. The spreadsheet will look something like this:

	A	B	C	D	E	F	G	H	I	J	K	L
1	ID	Start time	Completion time	Email	Name	When are you onlin	What type of social	Where are you mos	What did you last b	What product do yo	What is your gende	What is your age?
2	12	2/22/23 10:27:41	2/22/23 10:28:08	anonymous		Evening	Instagram	social media feed	muffin	shoes	Man	Under 18
3	13	2/22/23 10:28:14	2/22/23 10:28:43	anonymous		Morning	Twitter	before video	hamburger	car	Woman	Under 18
4	14	2/22/23 10:28:49	2/22/23 10:29:16	anonymous		Evening	Facebook	news or blog post	book	sweater	Woman	35-44
5	15	2/22/23 10:29:40	2/22/23 10:30:04	anonymous		Morning	Facebook	website	glasses	kayak	Woman	55+

Create a Pivot Chart

2. Create a pivot chart:

   a. Select any cell in the data table.

   b. From the Insert tab, select *Pivot Chart*.

   c. Click *Select a table or range*.

   d. Click *New Worksheet*.

   e. Click *OK*.
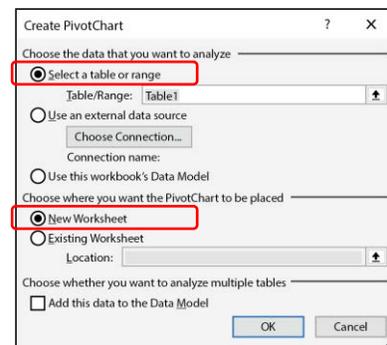
Drag Fields into the Pivot Chart Areas to Compare When People Are Online

3. From the PivotChart Fields pane drag the fields into each area:

   o Legend (Series) - What is your gender?

   o Values - What is your gender?

   o Axis (Categories) – When are you online the most for fun?

4. Look at the table. For example:

Modify a Pivot Table to Compare Different Genders

Companies make products for specific genders. For example, lipstick for women or shaving cream for men. Use a pivot table to group data by gender. Answer the questions.

5. Look at the data table you just made for *When are you online the most for fun?*

    a. When are men online the most?

    b. When are women online the most?

6. Drag the current question in Axis (Categories) out of the area.
    Replace it with, *What type of social media do you use the most?*

    a. What social media do men use the most?

    b. What social media do women use the most?

7. Drag the current question in Axis (Categories) out of the area.
    Replace it with, *Where are you most likely to watch a video ad?*

    a. Where do men watch video ads the most?

    b. Where do women watch video ads the most?

8. If you were selling women's clothing where is the best place to place a video ad? Why?

Create a New Pivot Table to Compare Different Ages

Companies make products for people of specific ages. For example, acne cream for teens or shower grab bars for seniors. Use a pivot table to group data by age. Answer the questions.

9. From the PivotChart Fields pane drag the fields into each area:

    o   Legend (Series) and Values: What is your age?

    o   Axis (Categories): When are you online the most for fun?

    When are people under 18 online the most?

10. Drag the current question in Axis (Categories) out of the area.
    Replace it with, *What type of social media do you use the most?*

    What social media do people under 18 use the most?

11. Drag the current question in Axis (Categories) out of the area.
    Replace it with, *Where are you most likely to watch a video ad?*

    Where do people under 18 watch video ads the most?

12. If you were selling school back paks where is the best place to place a video ad? Why?
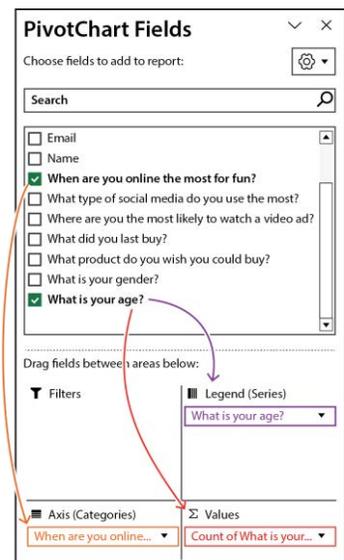
Google Users: Compare Data Using a Pivot Table in Sheets

Do people of different genders or ages have the same online behavior?
If you are a Google user, create a pivot table in Sheets to find out.

- A pivot table groups data by placing values into rows and columns to make the information easy to compare.

Open the Survey Results in Google Sheets

1. View data in Google Sheets:
   a. Open the Video Ads Survey.
   b. Click *Responses*. Select *Link to Sheets.* ✚
   c. Select *Create a new spreadsheet Video Ads Survey (Responses)*.
   d. Click *Create*.

   Each question is a column heading. The spreadsheet will look something like this:

	A	B	C	D	E	F	G	H
1	Timestamp	When are you online the	What type of social medi	Where are you most likel	What did you last buy?	What product do you wis	What is your gender?	What is your age?
2	2/22/2023 11:10:31	Evening	Instagram	social media feed	muffin	shoes	Male	Under 18
3	2/22/2023 11:11:02	Morning	Twitter	before video	hamburger	car	Female	Under 18
4	2/22/2023 11:11:35	Evening	Facebook	news or blog post	book	sweater	Female	35-44
5	2/22/2023 11:12:15	Morning	Facebook	website	glasses	kayak	Female	55+

Create a Pivot Table

2. Create a pivot table:
   a. Select any cell in the data table.
   b. From the Insert menu select *Pivot table.* ⬚↻
   c. Select *New sheet*.
   d. Click *Create*.
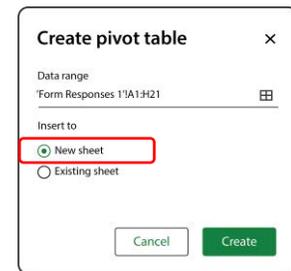
Add Fields into the Pivot Table Editor to Compare When People Are Online

3. From the *Pivot table editor* pane click *Add*. Pick a question.
   Use your skills to place the fields into each area:

   - **Rows** - When are you online the most for fun?
   - **Columns** - What is your gender?
   - **Values** - What is your gender?

4. Look at the table. For example:

Each option for gender is in a column.

	A	B	C	D
1	COUNTA of What is your gender?	What is your gender?		
2	When are you online the most for fun?	Female	Male	Grand Total
3	Afternoon		1	1
4	Evening	4	8	12
5	Morning	6	1	7
6	Grand Total	10	10	20

Each option for time of day is in a row.   Each answer is counted.
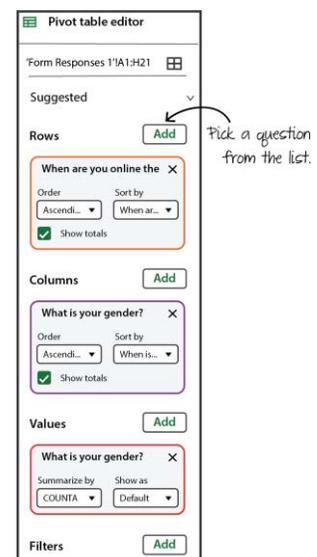
Compare Different Genders

Companies make products for specific genders. For example, lipstick for women or shaving cream for men. Use a pivot table to group data by gender. Answer the questions.

5. Look at the data table you just made for *When are you online the most for fun?*

    a. When are men online the most?

    b. When are women online the most?

6. Delete the current question in Rows. X
    Add into the *Rows* area, *What type of social media do you use the most?*

    a. What social media do men use the most?

    b. What social media do women use the most?

7. Delete the current question in Rows. X
    Add into the *Rows* area, *Where are you most likely to watch a video ad?*

    a. Where do men watch video ads the most?

    b. Where do women watch video ads the most?

8. If you were selling women's clothing where is the best place to place a video ad? Why?

Compare Different Ages

Companies make products for people of specific ages. For example, acne cream for teens or shower grab bars for seniors. Use a pivot table to group data by age. Answer the questions.

9. Delete Rows, Columns, and Values. X
    Make a new pivot table. Add the questions to each area:

    o Rows: When are you online the most for fun?

    o Columns and Values: What is your age?

    When are people under 18 online the most?

10. Delete the current question in Rows. X
    Replace it with, *What type of social media do you use the most?*

    What social media do people under 18 use the most?

11. Delete the current question in Rows. X
    Replace it with, *Where are you most likely to watch a video ad?*

    Where do people under 18 watch video ads the most?

12. If you were selling school back paks where is the best place to place a video ad? Why?
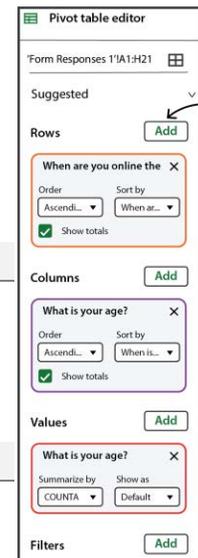
Session 1 Review: Media Literacy and You

Media Literacy Terms

Match the term to its definition.

__F__ 1. ad

A   group of people that are most likely to purchase an item

__G__ 2. media

B   overly simple way of representing a person by generalizing how they look, talk, and act

__A__ 3. target audience

C   an online method to reach customers

__B__ 4. stereotype

D   person that sells a product or service to a customer using digital channels such as social media or blog

__D__ 5. digital marketer

E   aware of the influence media can have on people

__C__ 6. digital channel

F   message that lets people know about a product or service

__E__ 7. media savvy

G   all forms of mass communication

/7

About Digital Marketing

Select if the sentence is true or false.

8.   A website can collect data about visitors such as their location.   True   False

9.   Everyone sees the same ad on a social media feed.   True   False

10. Digital marketers analyze data to decide where to place an ad.   True   False

/3

TOTAL: /10

Session 1 Skill Review: Spot the Selling Techniques

A company needs viewers to pay attention to their ads. For this reason, advertisers use proven selling techniques to attract and then hold viewer attention.

Select ONE video ad to watch from the list below. You can find them online or in the Ad folder.

- *pizza*   https://youtu.be/Vdq8J0DtXHM
- *juno*   https://youtu.be/eNmrjj_PS1Y

1. What is the product?

2. Who is the target audience?

3. List a selling technique used in the ad:

4. Did the ad hold your attention? Why or why not?

5. What is the main message in the ad?

6. What is the hidden message in the ad?

7. Are there stereotypes? If yes, what are they? If not, how does the ad fight stereotypes?

SELLING TACTICS

Big Question: Pose a question that the product answers.

Made You Look: Catch viewer attention with animation, special effects, or sound.

Fantasy: Create a make-believe world using animation and special effects.

Torture Test: Expose the product to hazards or extreme conditions.

Be Like Me: Actors do things that make the viewer want to be like them.

Celebrity: A famous person endorses the product.

Humor: Show something funny that makes the viewer smile or laugh.

Sounds Good: Use descriptive words that make the product sound amazing.

Slogan or Hashtag: Use a memorable simple phrase that describes the brand or product.

Side by Side: Compare two products, then show one as better than the other.

Testimonial: A real customer shares their story about why they like the product.

Expert: An expert like a scientist, dentist, or doctor explains benefits often with statistics.

Session 1 Extension Activity: Control Ads

Advertisers have many choices on where to place ads on the Internet. Ads can play before a video. Other times, they can appear on a social media feed, search engine result page, blog post, podcast, news story, and more!

Companies want people who are likely to buy their products to see their ads. One way to do this is to use technology that tracks everyone's actions. It is possible to monitor what a person searches, watches, reads, listens, or plays while online. This information is then used by advertisers to show targeted ads.

What types of technology are tracking you?

- Location Tracking: Your device's IP address identifies your country and general location.

- Traffic Tracking: A Google Analytics code on a website reports your age, gender, interests, location, device, behavior, and more!

- Preference Tracking: A store or platform remembers what you view, like, or buy.

- Advertising Tracking: A company monitors which links you click or ads you open.

- User Experience Tracking: A program notices what you click, tap, or scroll on a page.

- Browser Tracking: A web browser stores your search history and websites you visit.

Take Control!

Laws help to protect your privacy. However, you can take even more control of your data by changing your browser settings.

1. Open Google Chrome.

2. Click More. Select *Settings*.

3. Select *Privacy and security*. Pick *cookies and other site data*.

4. Which options can you select to limit tracking? List two choices.

  - turn on Do Not Track

  - block third-party cookies, automatically or manually delete cookies

This is a preview of the teacher guide.
Pages have been omitted.

Appendices

Refer to the appendices for additional resources:

Appendix A: Assessment Tools

Appendix B: ISTE Correlation

Appendix C: Glossary

Appendix D: Contact Information

This is a preview of the teacher guide.
Pages have been omitted.

Name:

Video Ad Marking Sheet

Video and Audio	
The ad has three types of shots (e.g., long shot, medium shot, close-up).	/3
One shot uses camera movement (pan, zoom, or tilt).	/1
The ad has narration, music soundtrack, or both.	/1
Design	
The video is 15 seconds.	/1
The most important information is shown in the first 5 seconds.	/1
The volume allows you to hear the actor or narration.	/1
Action sequence holds viewer attention.	/1
Words describe the product.	/1
Advertising Techniques	
Ad uses an effective selling tactic. (e.g., big question, humor, or made you look)	/1
The main message is clear.	/1
There is a hidden message that implies life will be better with the product.	/1
Creativity	
Ad is entertaining.	/2
Total:	/15

Name:

Report Marking Sheet

Content | Advertising Techniques	
The report includes an explanation about the video ad including the...	
• product features that convince a person to buy the item	
• target audience and how the ad attracts their attention	
• selling tactic and why it is an effective way to target consumers	
• main message and why it will be easy for viewers to understand	
• hidden message and how it implies life is better with the product	
• efforts made to avoid harmful stereotypes	/12
Content | Ad Placement	
The report includes recommendations for ad placement including the:	
• digital channel that is best suited for reaching the target audience	
• time of day the video ad should post for maximum exposure to target audience	/4
Layout	
• document is divided into unique sections	
• table of contents provides a report directory	
• page numbers are in the footer and are formatted correctly	
• custom header with student name appears in the report content section	
• content is logically organized onto pages	/5
Design	
• appropriate styles are applied to main headings and subheadings	
• product details are in a bulleted list to quickly scan information	
• images illustrate key concepts within the report and are appropriately placed	
• title page has unique margins from the remainder of the report	
• title page includes a *Confidential* watermark	/5
Quality and Originality	
• content is free of spelling and grammar errors	
• report convinces the reader that the marketing campaign will be successful	/4
Total:	/30