

1.4 Convincing others: developing an advertising campaign

Texts: RTA workplace texts

Drink driving prevention (*Drink drive brain* campaign)

www.rta.nsw.gov.au : Drink driving prevention

Group activity: commissioning an advertising campaign

EITHER

Your group is made up of the directors of an organisation wanting to commission an advertising campaign for a product, an image or a way of behaving.

Your first task is to define the task in a brief which outlines the issues behind the campaign, the audience to be influenced and the outcome required. This brief will be presented to an advertising agency and will result in a creative response. To ensure that the agency understands the nature of the task, you should look closely at the document *Agency brief* as an example. You might find the framework below useful.





Handout 1a Developing an advertising brief

ADVERTISING BRIEF	
Issue:	
Background:	
Research:	
Campaign objectives:	
Key messages:	
Target audience:	

Check the brief with your teacher who will then pass it to another group to respond. You will then receive a brief developed by another group in the class.

OR:

Your group is made up of the directors of an organisation wanting to commission an advertising campaign based on issues of safe driving.



Handout 1b

Developing a concept brief

CREATIVE CONCEPT BRIEF

Your group is an advertising agency commissioned to develop a campaign that focuses on **one** of the following categories:

Campaign 1: Extreme risk takers

The campaign aims to target those people who consistently behave in high-risk ways, consciously acting outside the limits of what is considered to be acceptable behaviour with little or no regard for the consequences to themselves or the wider community.

Target: speeding

- (a) Female drivers aged 30-45 in school zones.
- (b) Male drivers aged 18-25 in urban areas.

Campaign 2: Risk takers

The campaign aims to target those people who engage in high-risk activity, consciously (or unconsciously) acting outside the limits of what is considered to be acceptable behaviour. Those targeted in this campaign display knowledge of some of the consequences of their actions – but only the consequences that will affect them, not the wider community.

Target: students to choose

Campaign 3: Tempted

The campaign aims to target those people who may be tempted into undertaking risk-taking behaviour because of immediate circumstances (eg peer pressure, familial duty, time factors). They are very conscious of the risks they are undertaking.

Target: drink driving

- (a) P-platers in rural areas.
- (b) Female drivers aged 35-45 in urban areas.

Campaign 4: Conservative

The campaign aims to target those people who believe that their behaviour is under control and therefore does not pose any risk to the community. They operate within circumscribed limits and perceive no risks or hazards in their actions.

Target: seatbelts

- (a) Parents with children between the ages of 5 and 10.
- (b) People driving a very short distance.



Handout 2

GROUP RESPONSIBILITIES

CAMPAIGN TITLE

RESPONSIBILITIES

1. Journal

It is the responsibility of each group member to keep a journal throughout the course of the campaign. This journal should maintain a personal record of:

- your group directions
- your activities and responsibilities, and your feelings about them
- how your group is progressing in its work, and as a team
- any other comments about your group.

Please submit your journal to your teacher during lessons about once a week.

2. Group membership and responsibilities

The way you allocate the responsibilities will depend on the size of your group. Responsibilities may need to be gathered into fewer positions or spread out, according to the number of students in the group. The positions and responsibilities are:

The **Team Leader** is responsible for shaping and maintaining the progress of the group. Their tasks include calling group meetings and managing resources (computers, printing etc). They will also help in the composing of texts.

The **Creative Director** is responsible for the creative and artistic vision of the campaign. Therefore they should have control of the decisions regarding production of any images, quality control of written and visual texts and management of personnel. They will assist in writing and producing texts.

The **Writer(s)** is/are responsible for composing the texts. They should listen carefully to the ideas of others and incorporate the artistic vision and direction of the group in the production of written texts.

The **Desktop Publisher/Presentation Specialist** whose responsibility is for electronic productions and presentations. This role requires organisational skills as well as a strong design sense. They will organise the information effectively, creatively and logically. They will work closely with the writers and visual artists/graphic designers.

The **Public Relations/Marketing Manager** responsibilities include the ability to create an effective and detailed presentation of the created texts. The overall objective of this role is to present and market the campaign in a professional, slick and desirable manner to the target audience. They will also be responsible for assisting in the production of texts.



Handout 3

GROUP PRESENTATION AND ASSESSMENT

CAMPAIGN

The objective of this campaign is to develop a creative concept and produce a coordinated and stylistically cohesive set of advertisements in different media which focuses audience attention on a particular issue.

The final assessment will be in the form of a presentation to the class. Each creative task must be fully explained and justified.

You will need to explain:

- all decisions about the creative thinking behind the production
- how these decisions were realised in the form and function of the final product.

Your presentation should include:

- an introduction to the creative concept
- a fully scripted 30-second advertisement to be heard on radio
- a series of concepts for roadside billboards (2–3)
- a 30-second television advertisement. This should be fully scripted and be complemented by a storyboard. If time and resources permit, you could film the advertisement on video. Alternatively you could act it out
- a conclusion that summarises the vision and thrust of the creative concept, clarifies any issues and clearly demonstrates the superiority, efficacy and marketability of the campaign.

Discuss your drafts with your teacher. Keep track of your progress by noting the completion of each stage on the project management sheet.

You should use examples from any of the RTA texts to help you develop your presentation. You may use a range and combination of formats such as music, overheads, persuasive or celebrity speakers/actors, PowerPoint presentations, rhyming couplets, mime/charade shows, in-depth statistical analysis, website development, lectures.

Each presentation should take a maximum of 10 minutes.

Handout 4 Project management sheet

Group Name	1 Introduction to creative concept		2 Journal entries				3 Radio advertisement		4 Billboard Series		5 TV advertisement		6 Summary of vision	
	Draft due	Edited	Checked	Checked	Checked	Checked	Draft due	Edited	Draft due	Edited	Draft due	Edited	Draft due	Edited

(Print at A3 size)



Handout 5

Group presentation evaluation sheet

CRITERIA	EXCELLENT 17-20	PROFESSIONAL 13-16	COMPETENT 9-12	TRAINEE 0-8	COMMENT
Organisation					
Content accuracy					
Research					
Creativity					
Presentation					





Handout 6 Group assessment sheet

This sheet is designed to help you identify any problems you may be having with working in groups.

1. Self-assessment within the group			
<ul style="list-style-type: none"> ■ Highlight which of the following statements you believe best describes your contribution to the group project ■ Be fair and objective about how well you carried out the roles and responsibilities you were given within the group ■ Think about your contribution based on the length of the entire project ■ For the 'Reflection on your self-assessment' you must make some comments about what things influenced you to arrive at your final grade. You could give specific examples from group meetings, decisions that were acted on and/or ideas you came up with and followed through. 			
A	I was always on task. I took leadership positions, considered others and did more than my fair share. I made significant in (and out of) class contributions to maintaining positive negotiations within the group.		
B	I did my fair share of the work, interacted well and was on task most of the time. I occasionally played the role of peacemaker, but sometimes found myself being unreasonable in certain situations.		
C	I was occasionally off task and did not always do my fair share of the work. I left it to others to delegate work to me and went along with most of the decisions, preferring to be told what to do rather than initiating action.		
D	I was a non-participant and did very little. I would rather be directed and told what to do than participate in meaningful dialogue.		
E	I didn't want to participate. I disagreed with others in the group, didn't care about getting things done and made things difficult for myself and others.		
Reflection on your self-assessment			
<p>Reflection on your self-assessment</p>			
2. Assessment of others within the group			
<ul style="list-style-type: none"> ■ Use the table below to assess each member of your group according to the performance criteria listed ■ Aim to give constructive criticism – never attack a group member personally ■ Think about each group member's contribution based on the length of the entire project and write your justification and explanation accordingly ■ Look back on your journal entries to assist you in constructing your remarks. 			
CRITERIA	NAME	GRADE (A-E)	JUSTIFICATION & EXPLANATION
Contribution of ideas and material assisting in the success of the project and its presentation			
Attitude to the project and to the cohesiveness of the group			
Interpersonal skills – interactions with individuals AND with the group			
Participation in and contribution to the quality of the final presentation			



Handout 7

MARKING CRITERIA FOR LETTER TO THE BOARD OF DIRECTORS	
<p>You will be assessed on the following:</p> <ul style="list-style-type: none"> ■ Your ability to investigate and organise information and ideas ■ Your ability to use devices appropriate to purpose, audience and context ■ Your understanding of the processes involved in your own composing and responding ■ Your ability to use appropriate language for reflecting on the processes of your own learning. 	
RANGE	A STUDENT IN THIS RANGE:
13–15	<ul style="list-style-type: none"> ■ Demonstrates a highly developed ability to assess and use a wide range of processes in the investigation and presentation of highly organised information and perceptive ideas ■ Uses language appropriate to purpose, audience and context thoughtfully, effectively and with sophistication ■ Communicates a sophisticated and perceptive understanding of the processes involved in composing and responding ■ Demonstrates a sophisticated ability to reflect on the processes of learning of self and others.
10–12	<ul style="list-style-type: none"> ■ Demonstrates well-developed ability to assess and use a range of processes in the investigation and presentation of organised information and, at times, insightful ideas ■ Uses language appropriate to purpose, audience and context thoughtfully and effectively ■ Communicates a perceptive understanding of the processes involved in composing and responding ■ Demonstrates a developed ability to reflect on the processes of learning of self and others.
7–9	<ul style="list-style-type: none"> ■ Demonstrates a developed ability to assess and use an, at times, limited range of processes in the investigation and presentation of reasonably organised information and ideas ■ Uses language appropriate to purpose, audience and context ■ Communicates an understanding of the processes involved in composing and responding ■ Demonstrates an ability to reflect on the processes of learning of self and others.
4–6	<ul style="list-style-type: none"> ■ Demonstrates a generalised ability to describe and use some of the processes involved in the investigation and presentation of information and ideas ■ Generally uses language appropriate to purpose, audience and context ■ Communicates a limited understanding of the processes involved in composing and responding ■ Demonstrates a limited ability to reflect on the processes of learning of self and others.
1–3	<ul style="list-style-type: none"> ■ Demonstrates an elementary ability to describe and use very few of the processes involved in the investigation and presentation of information and ideas ■ Has difficulty using language appropriate to purpose, audience and context ■ Communicates an elementary understanding of the processes involved in composing and responding ■ Has difficulty reflecting on the processes of learning of self and others.

Reflection

Compare the ways you compose texts in English with how texts are composed in the workplace. Consider which assignments or projects prepare you for your professional life and which ones are to do with the educational context such as the classroom or examinations.

Reflect on whether (or when) you prefer to work individually or in groups. What are the advantages and disadvantages of these ways of working?

How has working on this section influenced your ideas about:

- a. the nature of authority in society.
- b. the nature of authority in our composition and response to texts?

Share your reflections with the class.