

## LEARNING & CREATIVITY PLAN (L&C PLAN): MY OWN ADVERTISEMENT

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### 1. Overview

Title	THE CREATION OF MY OWN ADVERTISEMENT		
Driving Question or Topic	WHAT I NEED TO KNOW ABOUT THE FACTORS THAT MAY SHIFT THE DEMAND CURVE?		
Ages, Grades, ...	AGES:15-16	9 <sup>th</sup> - 10 <sup>th</sup> grade	
Duration, Timeline, Activities	4 LEARNING HOURS	2*90 MINUTES	6 ACTIVITIES
Curriculum Alignment	FACTORS THAT AFFECT THE DEMAND FOR A PRODUCT		
Contributors, Partners			
Abstract - Synopsis	<p>Five activities for two learning period of 90 min (first lesson) include the analysis and the understanding of several factors that may actually affect the demand for a product or a service, negatively or positively.</p> <p>So, for these reasons, in the second period of 90 min (second lesson), every group of students designs and creates an advertisement in order to promote a product of their choice. This is a well-known method to increase the demand for it. In this way, they understand the mechanism of the market in action.</p>		
References, Acknowledgements	<ul style="list-style-type: none"> <li>Pearson Edexcel International GCSE (9-1) Economics - Case Study (Lesson 4): Holiday Treat (activity 1)</li> </ul>		

### 2. STEAME Framework

Teachers' Cooperation	<p>1st Teacher: Economist</p> <p>2nd Teacher: Teacher of Art</p> <p>(the two teachers can work together during the second lesson)</p>
SiL Organization	A real meeting (via teleconference or face to face) with an executive of a big firm with famous products, who is specialized in the field of marketing.
Action Plan Formulation	<p><b>STAGE I:</b> Preparation by two teachers [STEPS 1-4], and</p> <p><b>STAGE II:</b> Action Plan Formulation [Preparation STEPS 1-3]...</p> <p>Refers to the creation of this Learning Plan, by the two teachers in collaboration.</p> <p><b>STAGE II:</b> Action Plan Formulation [Development STEPS 4-14, 16-17]...</p> <p>Refers to the realization by the students of the six activities of the Learning Plan.</p> <p><b>STAGE II:</b> Action Plan Formulation [STEPS 15, 18]...</p> <p>Refers to the evaluation by the teachers [15], and the presentation by the students of their results [18].</p>

### 3. Objectives and Methodologies

Learning Goals and Objectives	<p>By the end of the L&amp;C Plan, students should <u>define</u> and <u>analyze</u> the factors that cause a shift in the demand curve:</p> <ul style="list-style-type: none"><li>• income</li><li>• fashion and tastes</li><li>• price of substitutes</li><li>• price of complements</li><li>• demographic changes</li><li>• advertising</li></ul>
Learning Outcomes and expected Results	<p>After the project, learners will be able to investigate the market and become more competitive using marketing techniques and strategies. This procedure develops their critical mind and fosters their curiosity about new methods of expansion. Furthermore, students will comprehend the correlation with substitute and complementary goods.</p> <p>Their communicative skills and their ability to collaborate will be enhanced, as they will be encouraged to make decisions as partners. The result will be the creation of an advertisement as an effective and well-known method, which affects the demand for a product positively.</p>
Prior Knowledge and Prerequisites	<p>Basic knowledge of mathematics and the ability to decode the diagrams retrieving all the relevant information. Global market perception (impact of advertising on consumer's behavior, how the income affects the decision of a consumer).</p>
Motivation, Methodology, Strategies, Scaffolds	<p>The main methodologies and techniques of the course are based on inquiry-based learning. As a matter of fact, students are encouraged to explore the material, prioritize data, ask questions and share ideas. Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Students are involved in designing and conducting their own scientific research after having some queries and case studies. Specifically, students learn by making their own advertisement, instead of memorizing facts and material. This allows them to build knowledge through exploration, experience and discussion. In addition, students get the chance to explore economic terms more deeply and learn from their own first-hand experience. Students have the opportunity to investigate a problem and find possible solutions, make comments and questions to test ideas, think creatively and use their intuition.</p> <p>As they explore this Learning Plan, students build critical thinking and communication skills. Last but not least, team working and brainstorming can get the student on the path to success.</p>

### 4. Preparation and Means

Preparation, Space Setting, <i>Troubleshooting Tips</i>	<p>Tablets and laptops in the classroom, will be necessary for students, in order to investigate the market and of course to develop their advertisements. According to lesson activities, students could work or individually or in groups of 4-5 students or in plenary session. The need of A3 sheets will be an</p>
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Resources, Tools,  
Material, Attachments,  
Equipment

important tool in order to categorize the factors that affect the demand for their product. During this procedure, if one group want to ask a question, then a representative of the other group could help.

- Padlet created by the students: <https://padlet.com/>
- "The logo Game" application: <https://apps.apple.com/us/app/logo-game-quiz/id953721694>
- Infographic for the six factors that affect the demand curve: <https://www.sciencebyalok.com/2019/08/law-of-demand-factors-affecting-demand.html>
- Kahoot created by the teacher: <https://kahoot.it/>
- Video for the factors that affecting demand: <https://www.youtube.com/watch?v=Enz6z9jGmsk>

Safety and Health

## 5. Implementation

Instructional Activities,  
Procedures, Reflections

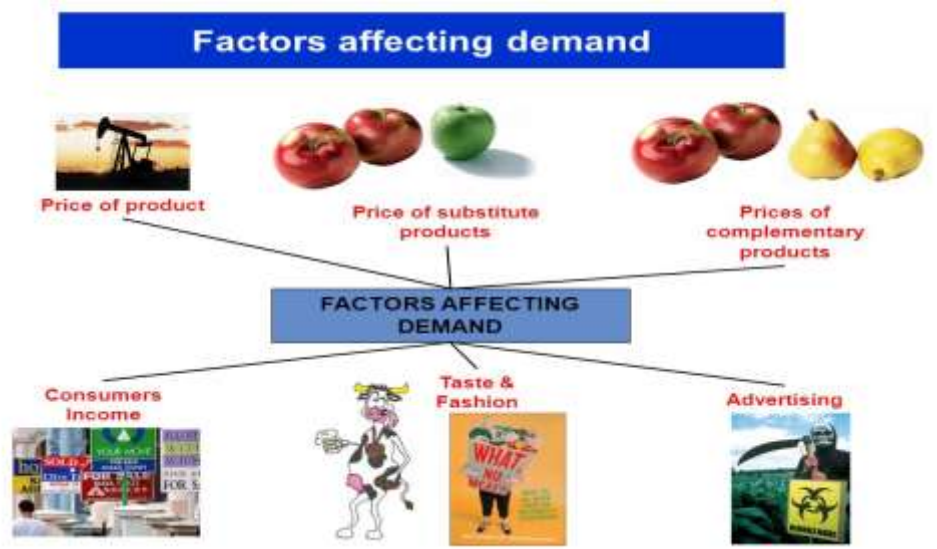
The plan can be completed in four learning hours, the two first hours with 5 activities related to the understanding and analyzing the factors that affect the demand curve and the two second hours with one activity, which is the creation of their own advertisement.

### 1. Brainstorming (15 minutes)

This activity help students to understand how much existing knowledge they have – perhaps without even realizing they have it. In 4 or 5 different workstations around the room; each station should have an A3 piece of paper with a factor that may cause a shift in the demand curve written on it. Specifically, each station writes down everything they know about that factor. For example, they could:

- define it in their own words
- explain its impact on demand
- give examples of this type of factor
- write down where they have seen it before
- write down the price of it.

The following infographic will be given for their convenience.



## 2. Game for finding the well-known logos (5 minutes)

Students play with "The Logo Game" application that shows various images of business logos (or parts of logos) and ask users to identify each business.



## 3. Playing with quizzes about the six factors (15 minutes)

Students working either individually or in small groups, play a Kahoot quiz-game prepared by the teacher. They try to answer multiple choice questions on the 6 factors that affect the demand for a product without being taught it, with what they have understood from the first activity.



## 4. Factors that affect the demand for a product (30 minutes)

Teacher uses PowerPoint presentation in order to introduce the students to the six factors affecting demand for a product. Teacher explains how each factor will cause a shift in the demand curve and ensures students understand how this is different to the effect of changing prices (which cause a movement along the demand curve). Furthermore, she provides real world examples to illustrate each factor. At the end of PowerPoint, a video will be shown and a case study will be discussed and answered by the students.

## 5. Demographic changes as a factor of demand (25 minutes)

Students choose an area (e.g. closest city/country) and create a presentation describing/explaining how the demography has changed the demand for certain products in that area. This homework is much more challenging and more appropriate for students who need a challenge. Students who need more support could be given sentence starters/page titles hinting at what to include (e.g. a specific area, a specific product, etc.)

## 6. The creation of advertisement per group (90 minutes)

Students will separate in groups and every group will choose the product that they want to promote. Advertising requires making your product appear appealing to a potential consumer. So, the process of creating an effective advertisement in six simple steps is the following:

1. Students are going to investigate the market and compare other advertisements from similar companies (competitors)
2. Focus on a specific target group

3. Learners start to think about the headline and work on the body or the main text.
4. The creation of a slogan plays a vital role in the effectiveness of their advertisement.
5. Each group draw the graphics in collaboration with the teacher of Art. This collaboration will be beneficial in order to develop an up-to-date project with modern practices.
6. Finally, they have to choose where to advertise their product.

After this procedure, every group will make a presentation of their advertisement. With the help of padlet, every group can make comments for the other groups, as a game. At the end, a voting takes place for the best and smartest advertisement.

#### Assessment - Evaluation

- A *self-assessment* with immediate results, is the Kahoot game (activity 3).
- A *group-assessment via the case study* in the end of the Teachers' Presentation (activity 4).
- Peer assessment via advertising (activity 6), where every member of the group tries to influence other members through innovative ideas and effective promotional practices. Padlet is a way to enhance this procedure, as every group can make specific comments for the rest advertisements.

#### Presentation - Reporting - Sharing

A presentation by each group takes place in the final activity, analyzing the steps from the choice until the development of their own advertisement. Students should present all the variables that take into consideration in order to complete the advertisement.

#### *Extensions - Other Information*

Every student could observe household products and perceive the way that every company promote and advertise them.

**STEAME Prototype/Guide for Learning & Creativity Approach**  
Action Plan Formulation

*Major steps in the STEAME learning approach:*

**STAGE I: Preparation by one or more teachers**

1. Formulating initial thoughts on the thematic sectors/areas to be covered
2. Engaging the world of the wider environment / work / business / parents / society / environment/ ethics
3. Target Age Group of Students - Associating with the Official Curriculum - Setting Goals and Objectives
4. Organization of the tasks of the parties involved - Designation of Coordinator - Workplaces etc.

**STAGE II: Action Plan Formulation (Steps 1-18)**

*Preparation (by teachers)*

1. Relation to the Real World – Reflection
2. Incentive – Motivation
3. Formulation of a problem (possibly in stages or phases) resulting from the above

*Development (by students) – Guidance & Evaluation (in 9-11, by teachers)*

4. Background Creation - Search / Gather Information
5. Simplify the issue - Configure the problem with a limited number of requirements
6. Case Making - Designing - identifying materials for building / development / creation
7. Construction - Workflow - Implementation of projects
8. Observation-Experimentation - Initial Conclusions
9. Documentation - Searching Thematic Areas (STEAME fields) related to the subject under study – Explanation based on Existing Theories and / or Empirical Results
10. Gathering of results / information based on points 7, 8, 9
11. First group presentation by students

*Configuration & Results (by students) – Guidance & Evaluation (by teachers)*

12. Configure mathematics or other STEAME models to describe / represent / illustrate the results
13. Studying the results in 9 and drawing conclusions, using 12
14. Applications in Everyday Life - Suggestions for Developing 9 (Entrepreneurship - SIL Days)

*Review (by teachers)*

15. Review the problem and review it under more demanding conditions

*Project Completion (by students) – Guidance & Evaluation (by teachers)*

16. Repeat steps 5 through 11 with additional or new requirements as formulated in 15
17. Investigation - Case Studies - Expansion - New Theories - Testing New Conclusions
18. Presentation of Conclusions - Communication Tactics.

## STAGE III: STEAME Actions and Cooperation in Creative Projects for school students

Title of STEAME Project : \_\_\_\_\_

Brief Description/Outline of Organizational Arrangements / Responsibilities for Action

STAGE	Activities/Steps Teacher 1(T1) Cooperation with T2 and student guidance	Activities /Steps By Students Age Group: ____	Activities /Steps Teacher 2 (T2) Cooperation with T1 and student guidance
A	Preparation of steps 1,2,3		Cooperation in step 3
B	Guidance in step 9	4,5,6,7,8,9,10	Support guidance in step 9
C	Creative Evaluation	11	Creative Evaluation
D	Guidance	12	Guidance
E	Guidance	13 (9+12)	Guidance
F	Organization (SIL) STEAME in Life	14 Meeting with Business repre- sentatives	Organization (SIL) STEAME in Life
G	Preparation of step 15		Cooperation in step 15
H	Guidance	16 (repetition 5-11)	Support Guidance
I	Guidance	17	Support Guidance
K	Creative Evaluation	18	Creative Evaluation