

**21. Business, Management and Administration Cluster - Advertising Careers (4 hours)**

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| <b>Purpose/Abstract:</b> To introduce students to the business, management, and administration cluster and careers in advertising.  |   |   |   |
| <b>NCCCS Adult Education Standards:</b> R.5.2.7, W.5.2.8 , S.1.2.4, M.4.2.1   |   |   |   |
| <b>Learning Objective:</b><br><i>By the end of the session, students will be able to:</i>   |   |   |   |
| <ul style="list-style-type: none"> <li>• Describe characteristics of careers in advertising</li> <li>• Create and share an advertisement highlighting an upcoming event</li> <li>• Explain how basic graphs and statistics are used in advertising careers</li> </ul> |   |   |   |
| <b>Soft Skills</b>  | communication, networking   | <b>Resources</b>  | <a href="#">Skills to Pay the Bills</a> (STPTB) (for instructor reference to define each soft skill category)<br><a href="#">41-3011.00 - Advertising Sales Agents</a><br><br>Math:<br><a href="#">Scaled Picture Graphs   Exercise   Education.com</a><br><a href="#">Scaled Bar Graphs   Exercise   Education.com</a><br><a href="#">Blank Bar Graph   Worksheet   Education.com</a><br><br><a href="#">NC Career Clusters</a> Guide (for instructor reference) |
| <b>Additional Materials</b>   |   |   |   |
| <ul style="list-style-type: none"> <li>• Art supplies (glue, glitter, markers, paint, etc.)</li> <li>• Pencils, paper, scissors</li> <li>• Computers for student use</li> </ul>   |   |   |   |
| <b>Icons</b>  |  <b>Activity</b> |  <b>Check-In</b> |  <b>Review</b>   |

**PREPARATION**

- Review the worksheets and games on [education.com](#) and print out the following worksheets:
  - [Scaled Picture Graphs | Exercise | Education.com](#)
  - [Scaled Bar Graphs | Exercise | Education.com](#)
  - [Blank Bar Graph | Worksheet | Education.com](#)
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with [O\\*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

**INTRODUCTION (30 min)**

Welcome students to the class!

Begin the lesson by introducing the Business, Management, and Administration Cluster to the learners. Explain that the Business, Management, and Administration Cluster is a group of related career pathways



that involve various roles in the business world. Mention that this cluster includes a wide range of careers, including those related to advertising, finance, entrepreneurship, human resources, and more.

Emphasize the importance of this cluster by explaining that business and management skills are essential in almost every industry. Discuss how businesses of all sizes rely on individuals with business knowledge and skills to help them succeed.

Introduce students to the importance of advertising and its impact on businesses and consumers. Ask the learners if they can think of any ways that products or events are promoted to people. Discuss their responses and explain that advertising is a way of promoting products, events, or ideas to attract the attention and interest of potential customers.

Emphasize that effective communication is crucial in advertising and marketing. Discuss how advertisers use different methods to communicate with their target audience, such as through television commercials, online ads, or social media posts. Highlight the importance of networking, which involves making connections and building relationships with others to spread information or recommendations about a product, event, or service.

Encourage students to share what they already know about advertising careers and what they want to learn more about.

Provide a brief overview of the objectives of the lesson.

## VOCABULARY, READING(45 min)

Introduce the following vocabulary words with these simplified definitions. You can choose to project the words or write them out on the board.

Advertisement: A message or image used to promote a product, event, or idea.

Target audience: The specific group of people that a product or message is aimed at.

Branding: The process of creating a unique image or identity for a product or company.

Marketing: The activities and strategies used to promote and sell products or services.

Promotion: Efforts made to raise awareness and interest in a product or event.

Read each word and explain its meaning. Go around the class and have a few students use these words in sentences. Provide feedback and encourage other students to chip in with more sentences. Take no longer than 15 minutes for this activity.

Pair students up and provide a link to the online resource about the following advertising careers

- [Careers in Advertising Sales Agents](#)

Instruct the learners to read the information from the provided links and highlight important information about the characteristics of these advertising careers by paying special attention to the tasks and skills specified. Direct students to these sections to guide them.

Project the following questions for the whole class for students to discuss with their partners. These comprehension questions will help students understand the tasks and skills involved in advertising, as

well as reinforce the vocabulary words introduced earlier.

- List out three tasks of an advertising sales agent that interest you.
- How do advertising sales agents promote advertising space or media products?
- What do advertising sales agents do to attract potential clients / their target audience?
- What actions might they perform for effective marketing?
- How do advertising sales agents build relationships with their clients?
- Can you think of a situation where you might encounter an advertising sales agent in your community? Think about what they might be selling or marketing and how they will try to persuade you.

Allow 30 minutes for this activity.

Walk around and check students' comprehension and responses, and offer support as required.

#### Lower Level

Pair up students with another student with a higher reading level if they need support. Consider sharing the [easy-read](#) link for the career.

#### Higher Level

Encourage students to reflect on how this career relates to their personalities and what skills they'd need to develop in order to work in these jobs.

### MATHEMATICS (60 min)

Begin this section by explaining the concept of data to the students and how it can help advertisers reach their target audience. Define the term "data" in student-friendly language. You can say, "Data is information or facts that we collect to learn more about something."

Tell the students that data can be used to create graphs that help us visualize and understand the information better. Mention that today you will be focusing on bar and picture graphs.

Take a quick poll to get students to share their favorite breakfast cereals and jot down the responses using tally marks. Draw a simple bar graph to display the data you collected from the poll while explaining how the data is being represented using bars for easy readability.

Explain that bar graphs use bars to compare quantities or numbers, while picture graphs use pictures or symbols to represent data.

Discuss the key components of a graph, such as the title, scale, labels for categories, and labels for the axes.

Connect the concept of graphs to advertising by explaining that advertisers use data and graphs to understand their target audience better. For example, if a lot of people prefer a certain breakfast cereal, advertisers may create ads specifically targeting those consumers.

Assign the practice games to students to work on bar and picture graphs. Allow 20 minutes to complete these games and clarify any questions that come up.

Divide the class into 4 groups and give each group a blank bar graph worksheet. Have students conduct a quick poll within their groups on any one of the following topics, and tell them to limit the choices to 4 for group members to choose from.

- Favorite animal
- Favorite color
- Favorite season
- Favorite snack

Tell students to use tally marks for each option to capture the votes, and then use the blank bar graph to visually present the results of the poll. Remind them where to put the title for the graph, the scale, the labels for categories, and the labels for the axes.

Allow 20 minutes for this activity. If students complete the bar graph before time, encourage them to create a picture graph with their own illustrations for the options.

 REFLECTION (10 minutes)

✓ Have the four groups share their graphs and explain the results of the poll to the class. Encourage the rest of the students to provide constructive feedback and ask questions.

| Lower Level   | Higher Level  |
|---|---|
| Ensure the groups have a good mix of lower-level and higher-level students. | Challenge students to research how an advertiser might track statistics using graphs and share their findings with the class. |

**GROUP WORK** (60 min)

Divide the students into small groups of 3-4 and assign them the task of creating an advertisement for a school or community event or something else that interests them. For example, they can create an advertisement for a school talent show, a charity fundraiser, or a local sports event.

Provide the groups with a choice of creating digital, drawn/collage, or painted advertisements, based on available resources.

Encourage the learners to use the vocabulary and concepts discussed earlier, such as target audience and branding, in their advertisements. Ask them to consider who their intended audience is and how they can effectively communicate the event's message or purpose through their designs.

Circulate among the groups to provide guidance, answer questions, and offer feedback as needed.

Each group should present their advertisement to the class, explaining their design choices and how they address the objectives of the event.

 REFLECTION (20 minutes)

✓ Allocate time for each group to present their advertisement to the class. During the presentations, have the groups explain their design choices, the strategies they employed to reach their target audience, and how their advertisements address the objectives of the event. Encourage the learners to articulate the



reasoning behind their decisions and highlight any problem-solving or critical thinking skills utilized during the process.

**Lower Level**

Support students by providing templates, sample advertisements, and step-by-step instructions for lower-level learners

**Higher Level**

Challenge students to review and edit their advertisements to make them more engaging. This will provide students with the opportunity to revise and critically critique their own work. This is aligned with the writing standard for this lesson.

**Instructor Notes:** Depending on the available time, you can consider displaying the advertisements in a designated area of the classroom or school to showcase the learners' creativity and celebrate their work.

**INDEPENDENT WORK TIME (30 min)**

Introduce the concept of "word of mouth" and explain how advertisers use it as a powerful marketing tool. Emphasize that it involves people sharing information or recommendations about a product, event, or service with others.

Explain to the students that they will engage in a networking activity where they will create a promotional message for a chosen event or product and practice spreading the message through "word of mouth" techniques.

Instruct students to independently choose an event or a product that they want to promote. It could be a bake sale, a school play, a local concert, or a new smartphone. Each student should create a persuasive promotional message for their chosen event or product. The message should highlight the key features, benefits, or reasons why others should attend the event or purchase the product. Encourage the learners to be creative and use persuasive language, catchy phrases, or slogans to make their messages memorable.

Once they have developed their promotional messages, explain that they will engage in a networking activity where they will share their messages with others. Allow students time to walk around the class and pitch their message to three other students.

 REFLECTION (10 minutes)

After a set time, bring the students back together and facilitate a discussion on their networking experience. Ask questions such as:

- How did it feel to share your promotional messages with others?*
- Did you receive any feedback or reactions from others?*
- How did listening to others' messages influence your perception of their events or products?*
- Did you find any common interests or connections with others during the networking activity?*

Summarize the importance of networking and "word of mouth" in advertising and how they help reach a wider audience and build credibility.

| Lower Level  | Higher Level   |
|--|--|
| <p>Provide the following sentence frame for students to structure their message:</p> <p>"I want to tell you about (event/product). It's (description of the event/product). You should (reason/benefit)."</p> <p>Example:<br/>"I want to tell you about the school play. It's a fun and exciting show with talented actors. You should come and watch because it will make you laugh and enjoy the performance."</p> | <p>Challenge students to use advanced persuasive techniques in their promotional messages, such as rhetorical questions, emotional appeals, or social proof (evidence of others' positive experiences). Encourage them to think critically about the unique selling points or competitive advantages of their event or product and incorporate them into their messages.</p> |

**WRAP-UP & REFLECTION (15 min)**

Ask students to think about the following question and share their thoughts with a partner *"How has this lesson changed your understanding of advertising and its connection to different careers?"*

Ask 2-3 volunteer pairs to share their thoughts with the rest of the class.

Distribute exit slips to students.

Ask for a few volunteers to share their reflections.

Collect and review the answers.

## Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned \_\_\_\_\_.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like \_\_\_\_\_ career because \_\_\_\_\_

\_\_\_\_\_

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



Happy



Smart



Confused



Sad



Angry