

## Clyde Waterfront Education curriculum resources

### Lesson/project idea

#### 'Tourism and Leisure'

<b>Title</b>  Making a radio advert	<b>Curricular area</b>  Language	<b>Age group</b>  Lower Secondary  <b>Time allocation</b>  10 Periods
<b>Lesson/project focus</b>  <b>Lesson:</b> Marketing  <b>Project:</b> Produce a radio advert to advertise a tourist attraction on the Clyde waterfront	<b>Cross curricular links</b>  Technologies/ICT	<b>Cross cutting themes</b>  Curriculum for Excellence; Enterprise in Education
<b>Short Description</b>  Creating radio adverts to promote tourist attractions on the Clyde waterfront by creating an advertising spiel and producing a jingle.		
<b>Description</b>  Pupils will research tourist attractions on the Clyde waterfront and create radio adverts to promote them. This will involve creating an advertising spiel and producing a jingle which will be presented to their peers and other staff.		
<b>Aims of learning</b> <ul style="list-style-type: none"> <li>• To meet learning objectives of lesson topic e.g. producing an advert to appeal to a wide audience</li> <li>• Gain purposeful understanding by putting learning into real context such as to promote a purposeful, fun and competitive element to the task</li> <li>• Achieve and identify the development of 4 capacities of a Curriculum for Excellence i.e. enterprising skills and attitudes</li> </ul>		

## Outcomes of learning

- Subject knowledge of use of language gained and enhanced
- Enterprising skills improved by developing creativity, confidence, increasing motivation to learning; taking responsibility and making decisions; consideration of others through group work and discussion; raising achievement and fostering ambition
- Employability skills used: communication, planning, organisation, time management, researching, co-operating, contributing, presenting, marketing, selling
- Pupils take responsibility for their learning through making decisions about content and wording of advertising spiels, appropriate and catchy music for jingles
- Pupils have developed 4 capacities of CfE:
  - Confident individuals as must record their voice for an advert to be put into the public domain
  - Successful learners because they must work effectively in groups
  - Effective contributors by promoting local attractions to benefit their city's economy
  - Responsible citizens through working to produce adverts of a high standard to the best of their ability

## Resources

- See '*Tourism support materials*'
- Examples of radio adverts to listen to and discuss

## Resources for project

- Writing materials
- Music and sound-recording software e.g. Apple's 'Garage Band' program
- Internet access

## Relevance to curriculum

Supports 5-14 English curriculum

Relevance of how curriculum topic on is relevant to work and life and how this subject knowledge is put into practice in a real situation

## How to develop an *enterprising* lesson

### Developing confident individuals

#### How will you provide a *real* context for learning?

- Pupils put their learning into a real context by forming their own advertising company to produce an advertising leaflet
- Teams will replicate a real life situation by presenting their work to an audience of business/community/peers
- Partners in learning: make contacts with business and community groups who can offer advice/support on writing an effective advert
- Look at the jobs that are linked to this task in a real context e.g. tourism sector, advertising and marketing
- Action & participation activity: pupils work to complete task within a time constraint and have to use their knowledge of advertising to support what they are trying to do

### Developing responsible citizens

#### How will you give *responsibility* to pupils for their learning?

- Independent learning was demonstrated through research
- Pupils took responsibility for this learning by organising roles within their groups
- Pupils made decisions about content of adverts, word choice and jingles
- Pupils had a choice about which tourist attraction to advertise, which words and sound effects to use
- Pupils co-operated in the task by sharing roles with their peers in a team
- Pupils had control over how they organised themselves to complete their task by
- Pupils solved problems by working together, seeking advice from teacher when needed

### Developing effective contributors

#### How will you develop *relationships*?

- Pupils were encouraged to work in a team with others through distributing workload evenly
- Pupils took on roles in a team by assigning work roles
- Positive relationships between internal and external partners in learning were forged

### Developing successful learners

#### How will you *reflect* on this learning?

- Reflect: time can be built in at specific stages to review how they are getting on in their task and make changes if necessary e.g. when word and jingles are put together
- Assessment: self/peer/team/teacher using worksheets in 'Enterprising Ideas' books

## Developing lifelong and employability skills

**How will you establish links with external partners in order to put this into a real context and make this more relevant for young people?**

Employers/business engagement

- Website owners of Clyde Waterfront Education and Glasgow Schools' mothership site to arrange adverts being placed on their sites
- Local community - local radio
- Input from specialists e.g. in advertising sector

**Is there an opportunity to highlight career opportunities?**

- Working with the businesses above will highlight opportunities to possible career options such as marketing, advertising
- The experience of working as advertisers will give the pupils a taste of being a part of a working company, whilst the individual roles will encourage pupils to think of particular careers
- At subject option choice time, pupils will be more aware of how subject knowledge can impact on careers profiled

## Reviewing the process

**If this is a lesson idea, how could you involve other curricular areas?**

**ICT**

Website design

**Music**

Creating catchy jingles

**Could it be incorporated into an activity/project with a higher profile (for example, presentation, competition, production of materials, event)?**

- Presentation to website designers (Clyde Waterfront Education and Glasgow Schools' mothership site) and local radio stations
- Competition in school for 'best advertisement' judged by the related businesses as above
- Production of advertising leaflet for local businesses or community groups

## Brief outline of plan

Timing	Input and content	Teacher activity	Pupil activity
1-2 periods	<p>Introduction of topic</p> <p>Establish the outcomes of learning</p> <p>Examine how companies produce catchy and effective radio advertisements</p>	<p>Introduce lesson on radio adverts by asking:</p> <ul style="list-style-type: none"> <li>• Which radio adverts can you think of?</li> <li>• What is the meaning of the word 'jingle'?</li> <li>• What types of language might advertising companies use to ensure that their adverts are memorable?</li> <li>• Discussion of writing techniques that make product names memorable such as onomatopoeia and alliteration (e.g. 'Weight Watchers', 'Tetley Tea Tickles Tastebuds')</li> </ul>	<ol style="list-style-type: none"> <li>1. Pupils work in groups to brainstorm memorable radio adverts</li> <li>2. Class discussion of jingles – what they are and what their purpose is</li> <li>3. Class to listen to pre-recordings of some local radio adverts. Group discussion of what makes them memorable and whom they are designed to appeal to</li> </ol>
2-3 periods	<p>Pupils research CW attractions on Internet</p> <p>Groups to choose an attraction to market</p> <p>Groups to work together to produce a catchy spiel using writing techniques and knowledge they have gained in previous lessons</p>	<p>Introduce lesson on choosing an attraction by asking:</p> <ul style="list-style-type: none"> <li>• Which tourist attractions are there on The Clyde waterfront?</li> <li>• Which (if any) have you visited?</li> <li>• Which would you like to visit, and why?</li> <li>• How might you market your attraction?</li> <li>• Recap effective writing techniques.</li> </ul>	<ol style="list-style-type: none"> <li>1. Pupils in groups to research Clyde Waterfront tourist attractions on websites</li> <li>2. Groups to agree upon an attraction they would like to advertise</li> <li>3. Pupils to research key facts about their attraction</li> <li>4. In groups to write a 2-3 minute advertising spiel for their chosen attraction</li> </ol>

2-3 periods	Pupils to produce suitable music to complement their advertising spiels	<p>Introduce music making task by:</p> <ul style="list-style-type: none"> <li>• Recapping class discussion of music and jingles, and what makes them effective</li> <li>• Demonstrating use of music-making software</li> </ul>	<p>1. Within groups, roles and responsibilities in each group to design their advertising jingle and background music are decided. Pupils must work on teambuilding and communication skills to finish on time</p> <p>2. All decisions must be made by the group with some support provided by staff</p>
2 periods	Pupils to record finished radio advertisements	<ul style="list-style-type: none"> <li>• Supervise pupils whilst they record a voiceover and music using ICT equipment</li> </ul>	<p>1. Pupils must work co-operatively within their group roles (e.g. spokesperson, group manager, musicians, director) to complete task</p>
2 periods	Evaluation of team and individual input	<ul style="list-style-type: none"> <li>• Introduce judging task by explaining how the adverts will be judged</li> <li>• Organise the evaluation of the project with pupils deciding on how it should be done. Peers/teachers to attend a presentation session and judge. Self and peer evaluation should be promoted. A list of new skills gained should be organised with also a list of skills that the pupil needs to develop</li> </ul>	<p>1. Organise to present their results to peers. This will be the format for judging and feedback. Winning advert(s) to be put onto Clyde Waterfront homepage, Glasgow schools' mothership site homepage, and perhaps local radio</p> <p>2. Pupils would then be asked to evaluate their work and input to their company. Pupils should also focus on personal learning and achievements as well as how they will progress their learning</p>