



**TEACHER NOTES:
DESIGN AN AD
COMPETITION 2015**

Term 1-2, 2015



DESIGN an AD COMPETITION 2015

Brainstorm ideas, be persuasive and be creative as you 'Design an Ad' for a real company!

WIN

- Each participating company will select two primary and two secondary winners, who will each receive a \$100 cash prize.
- Winning students might also have their advertisement published in a special edition of *The West Australian's* ED! Magazine on Tuesday August 25.

Winners will be chosen based on creativity and originality.

ENTRY IS FREE

Entry is open to primary and secondary students in WA schools

Links to the Australian Curriculum: Media Arts and English. Teacher notes, submission guidelines, competition rules and advertising briefs for each company can be found online at education.thewest.com.au/competitions

Entries close Friday July 3

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 **media education**

Design an Ad for one of these participating companies!



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INTRODUCTION

These teacher notes focus primarily on print advertising to prepare students with the skills to enter this year's Design an Ad competition.

The contest focuses on creativity and originality.

PRIZES

Each participating company will select two primary and two secondary winners, who will each receive a \$100 cash prize.

Winning students might also have their advertisement published in a special edition of *The West Australian's* ED! Magazine on Tuesday, August 25.

HOW TO ENTER

Students must read the advertising brief for their chosen company, and follow their guidelines (see Appendix 1).

Student entries:

- must be A5 in size (148mm X 210mm). This is half of an A4 sheet of paper.
- may be portrait OR landscape in orientation.
- must be designed as two dimensional print ads (eg hand-drawn, painted, computer generated).

COMPETITION RULES

Entries close Friday July 3, 2015.

Entry is FREE.

Winners will be chosen based on creativity and originality.

Entry is open to primary and secondary students in WA schools.

Entries must be the student's own original work.

No joint entries will be accepted.

Entries must be scanned and uploaded via this website. No alternate methods of entry will be accepted.

FIVE INGREDIENTS OF A DISPLAY ADVERT

HEADLINE

The average reader spends less than a third of a second comprehending the headline of an ad. The most important part of the ad is the headline:

- It's where 90% of the impact comes from so must catch the attention.
- There are five types of headlines:
 - Benefit: This makes a direct promise of something to the reader.
 - Provocative: Aims to arouse curiosity.
 - News or information: These usually announce some news or promise about a product.
 - Command: Tells you something.
 - Question headline: Asks the person to think.

ILLUSTRATIONS

Show the:

- Product.
- Product in use.
- Benefits of owning the product.



BODY COPY

- Includes headlines, slogan, body copy (text) and the brand name and logo.
- Uses words to persuade or influence people to take some action.
- It is the selling point of the ad. It tells about the product and uses persuasive language.
- Guidelines for copywriting:
 - Use short sentences with a clear message.
 - Use short, familiar words that are easy to understand.
 - Say only what you have to say.
 - Keep in the present tense.
 - Avoid lots of commas and full stops.
 - Use 'you' to keep the language personal.
 - Make it exciting and interesting.

BRAND RECOGNITION

So readers recognise a company it is important to include their logo.

The use of corporate colours is also an important aspect in brand identification.

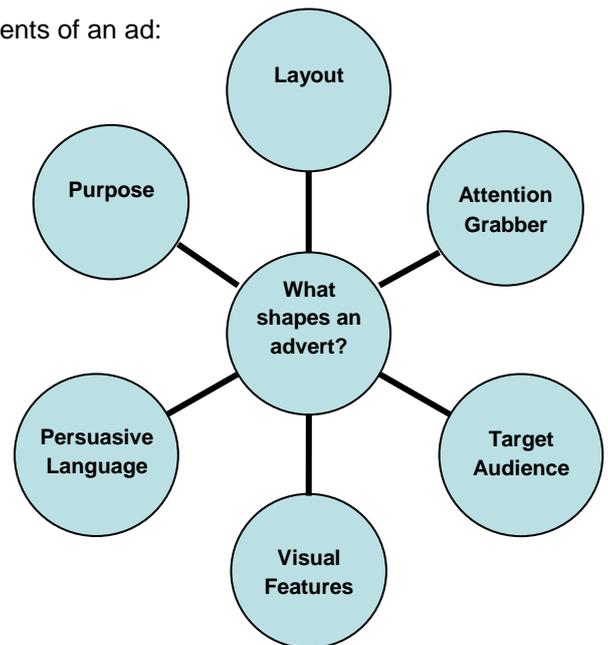
ENDING

This is a call to action. The aim is to get the audience to buy, subscribe or get involved. Include store locations, website or telephone.

WHAT SHAPES AN AD?

When viewing ads, encourage students to look at the different elements of an ad:

- Target Audience.
- Layout.
- Attention Grabber.
- Purpose.
- Visual features.
- Persuasive language.



AD LAYOUT

A good layout attracts readers. To be effective:

- Keep the layout simple.
- Put your message in the headline.
- Words and pictures must attract and influence the target audience.
- Remember both words and pictures must help each other to tell the same message.
- Look for story appeal in the illustration (the picture makes you want to stop and find out more).

Effective print ads must have:

- A simple layout.
- Mention of the benefits in the headline or in the visual.
- Information on the benefits of using the product.
- Copy that is easy and simple to read.
- The brand name reinforced.



ADVERTISING LANGUAGE TECHNIQUES

Language is the key to success of an advert.

Different techniques are used to create an impact on the prospective buyer.

| | |
|----------------------|---|
| Alliteration | Same sounds repeated at the beginning of several words or phrases to make the words easily remembered and emphasised. |
| Appeal | Appeals to desire or need, eg. people's desire for wealth and having more than others. |
| Colloquialisms | Colloquial language is language suitable for conversation, is for everyday speech rather than for formal written or spoken language. Retains audience attention by introducing chatty language. |
| Comparative | Implies a product is better than another or is the best without actually naming its competitor |
| Connotation | Words carrying extra meaning in their associations, eg. words for "male human being" contain differing emotional content: boy, youth, lad, fellow, chap, adolescent, joker, yobbo. |
| Emotive Language | Language used to excite or arouse feeling. |
| Endorsement | Using someone famous to persuade the customer to buy their product. |
| Hyperbole | A statement that grabs attention by exaggeration for special effect. |
| Imperatives | Makes it seem urgent to buy this product. |
| Interrogatives | Expects a response so attracts attention of audience. |
| Jargon | The specialised language used by a specialised occupation eg. airline pilot, lawyer, plumber, business letters. |
| Metaphor | A word picture, you say something is something else or speak as though it is something else. |
| Neologisms | A newly created word, eg. prazz, vroom, nuke, nylon, biro. |
| Onomatopoeia | The correspondence of sound with meaning. The sound of the word resembles the meaning of the word, eg. his, buzz, rustle, pop. |
| Oxymoron | A figure of speech where two words or phrases of opposite significance are placed consecutively to highlight the contrast - bitter sweet, a sour sweet love. |
| Parody | Makes fun of a serious work by imitating it. |
| Personification | A metaphor or simile in which an inanimate object or an abstract concept is given human qualities, eg. The mountains marched to the sea. |
| Pun | Humorous use of word to suggest different meanings, or of words of same sound with different meanings. Generally used to make product memorable. |
| Repetition | The most important words stand out because you see them often. |
| Rhetorical Questions | Gets readers'/viewers' attention by asking a question where the answer is provided. A question not for information but to produce effect. |
| Simile | A comparison of one thing with another, (a thing is like something else). Is used to create a fresh view of its subject. |
| Slogan | A short, catchy phrase used to associate product with the audience. |
| Statistics | Intended as proof of the product's validity. |

ADVERTISING STRATEGIES

Advertisers have many methods to try and get you to buy their products. Lots of times, what they are selling is a lifestyle, or an image, rather than the product. Here are some tricks of the trade.

Ideal Kids (or families) - always seem perfect. The kids are really hip looking, with the hottest fashions, haircuts and toys. Ideal families are all attractive and pleasant looking - and everyone seems to get along! Ideal kids and families represent the types of people that kids watching the ad would like themselves or their families to be.

Family Fun - a product is shown as something that brings families together, or helps them have fun together; all it takes is for Mum or Dad to bring home the "right" food, and a ho-hum dinner turns into a family party.

Excitement - who could ever have imagined that food could be so much fun? One bite of a snack food and you're surfing in California, or soaring on your skateboard!

Star Power - your favourite sports star or celebrity is telling you that their product is the best! Kids listen, not realising that the star is being paid to promote the product.

Bandwagon - join the crowd! Don't be left out! Everyone is buying the latest snack food: aren't you?

Scale - is when advertisers make a product look bigger or smaller than it actually is.

Put Downs - when you put down your competition's product to make your own product seem better.

Facts and Figures - when you use facts and statistics to enhance your product's credibility.

Repetition - advertisers hope that if you see a product, or hear its name over and over again, you will be more likely to buy it. Sometimes the same commercial will be repeated over and over again.

Heart Strings - ads that draw you into a story and make you feel good, like the McDonalds commercial where the dad and his son are shovelling their driveway and the son treats his poor old dad to lunch at McDonalds when they are done.

Sounds Good - music and other sound effects add to the excitement of commercials, especially commercials aimed at kids. Those little jingles, that you just can't get out of your head, are another type of music used to make you think of a product. Have you ever noticed that the volume of commercials is higher than the sound for the program that follows?

Cartoon Characters - Tony the Tiger sells cereal and the Nestlé's Quick Bunny sells chocolate milk. Cartoons like these make kids identify with products.

Weasel Words - by law, advertisers have to tell the truth, but sometimes, they use words that can mislead viewers. Look for words in commercials like: "Part of..." "The taste of real....." "Natural...." "New, better tasting....." "Because we care..." There are hundreds of these deceptive phrases. How many more can you think of?

Omission - where advertisers don't give you the full story about their product. For example, when a Pop Tart claims to be "part" of a healthy breakfast, it doesn't mention that the breakfast might still be healthy whether this product is there or not.

Are You Cool Enough? - this is when advertisers try to convince you that if you don't use their products, you are a nerd. Usually advertisers do this by showing people who look uncool trying a product and then suddenly become hip looking and do cool things.

Source: <http://www.media-awareness.ca/eng/med/class/teamed2/adstrat2.htm>

ANALYSING ADVERTS

| | | | |
|---|---|--|---|
| <p>Target Audience</p> <ul style="list-style-type: none"> • Gender • Age • Ethnicity • Class / Status • Economic Group, etc. | <p>The medium is:</p> <ul style="list-style-type: none"> • Radio • Television • Magazine / newspaper • Pamphlet • Catalogue • Billboard • Internet | <p>The purposes are to:</p> <ul style="list-style-type: none"> • Entertain • Inform • Persuade • Express feelings • Establish / maintain relationships <p>Using any combination to:</p> <ul style="list-style-type: none"> • Gain attention • Arouse interest • Create desire • Move to action | <p>The mode is:</p> <ul style="list-style-type: none"> • Written • Spoken • Visual |
| <p>Word choice:</p> <ul style="list-style-type: none"> • Simple / polysyllabic • Concrete / abstract • Connotative / denotative • Emotive • Adjective / noun • Active / passive verb <p>Imagery:</p> <ul style="list-style-type: none"> • Symbol • Figurative language • (Simile, metaphor, etc.) <p>Sound devices:</p> <ul style="list-style-type: none"> • Alliteration • Repetition • Onomatopoeia • Rhyme • Jingle <p>Syntax/grammar</p> <p>Sentence function</p> <p>Form/style</p> | <p>Visual features or techniques</p> <p>E.g. Conventions of print</p> <ul style="list-style-type: none"> • Colour • Contrast • Line • Logo • Symbol • Graphic • Transition • Shot • Special effects • Montage • Collage • Focus • Framing • Balancing • Harmony • Proportion • Flow | <p>Language level is:</p> <ul style="list-style-type: none"> • Formal • Informal • Colloquial / slang • Standard • Non-standard | <p>Language use effects</p> <p>Suggest level of language (formality or casual / familiar / personal relationships)</p> <p>Create patterns of sound (memorability)</p> <p>Produce tone / attitude</p> <p>Positive / negative attitude product</p> <p>Promote attention or attitude</p> <p>Creates appeals to needs and desires for, eg.</p> <ul style="list-style-type: none"> • Wealth • Health • Safety • Acceptance by a group • Desire to be better than others • Protection of loved ones • Security • Satisfying relationship |

Source: http://english.unitecology.ac.nz/resources/units/ad.../advertising_shapers.htm

ADVERTISING FACTS

HEADLINE

The average reader devotes 1/3 of a second to comprehending the headline of an ad.

TEXT COLOUR

Black text printed on white has 70% good, 19% fair and 11% poor comprehension.

White text printed on black has 0% good, 12% fair and 88% poor comprehension.

FONT

Serif vs. Sans Serif

- Serif: 67%, 19% fair, 14% poor comprehension
- Sans Serif: 12% good, 23% fair, 65% poor comprehension

LETTER CASE

UPPER CASE has a lower comprehension rate than lower case

- lower case - 92%
- UPPER CASE - 69%

THE 12 MOST PERSUASIVE WORDS

- Discover
- Free
- Health
- Money
- Proven
- Save
- Easy
- Guarantee
- Love
- New
- Results
- You

TEACHING IDEAS

INTRODUCTION

Do you have the critical thinking skills to understand ads, what they are saying and what they want you to do?

To understand ads, you need to ask three key critical thinking questions:

- Who is responsible for the ad?
- What is the ad actually saying?
- What does the ad want me to do?

These lessons are designed to explore print ads by giving students the opportunity to view a large variety of ads to develop their understanding of the language and techniques used in advertising to help students be better consumers.

The unit of work culminates with students creating their own ads based on the briefs provided by sponsors in this year's Design an Ad competition.

It is not essential to complete all the activities. Select those best suited to the age and ability of your students.

For these activities you will require copies of *The West Australian* and magazines to cut out examples of different ads in print media.

SETTING THE SCENE

When introducing students to print advertising, it is suggested that they have access to newspapers and magazines so they can cut out and view a wide selection of advertising.

As an introduction, have the students explore the different types of ads in an informal way. For example:

- Which ads appeal to you the most? Why?
- Who do you think this ad is targeting? How?
- What do advertisers do to grab your attention? Think about colour, headlines, font, etc.
- Find an ad with a headline you like. Explain why you like it?
- How does colour affect the appeal of the ads?
- What pictures in the ads grab your attention the most?
- How much notice do you take of ads in newspapers and magazines?
- What 'voice' is used?
 - First person – "I use . . ."
 - Second person – 'Take a walk on the wild side.'
 - Third person – 'Three hundred people give up smoking each day.'
- What stereotypes are used in ads? How do they make you feel?
- How does the use of a logo or brand name make you react to the ad?
- What power words are used in the ads? How do they make you react?

| | | | |
|----------|---------|-------|-----------|
| discover | easy | free | guarantee |
| health | love | money | new |
| proven | results | save | you |
- How does the layout (design) of the ad affect your interest?

Remember: The average reader looks at an advert for less than a third of a second, so the design must catch the viewer's attention and the message has to be given quickly.

ACTIVITY: AD SORTING

For this activity you will need copies of different editions of *The West Australian* and a variety of old magazines.

Each student is to cut out three different ads. The aim is for there to be a collection of over 50 ads for the students to view.

Display the ads on a board or a large tabletop.

Sort the ads according to the following groups, eg. Most appealing to least appealing.

After each sorting, discuss the reason for your ranking of the ads.

Other sorting categories could be:

- Clearest message to least clear message.
- Most colourful to least colourful.
- Best use of white space to least effective use of white space.
- Best slogan to least effective slogan.
- Most appealing headline to least appealing headline.
- Most effective photograph to least effective photograph.

Decide on other categories to use to sort the ads.

ACTIVITY: CRE – AD – IVITY

In a group, look through *The West Australian* and magazines and cut out ads you think are 'creative'.

Display the ads and as a group, discuss:

- Why do you think the ad is creative?
- What aspects of the ad do you think are creative?
- Vote to decide which ad you think should be given a Cre – AD – ivity Award. Justify your selection to the class.

ACTIVITY: WHAT IS ADVERTISING?

What do you think is the meaning of the term ADVERTISING.

Why do you think advertising is important?

How much are you influenced by advertising? Justify your answer.

What was the latest product, service you bought as a result of advertising?

What in the ad persuaded you to buy?

What type of advertising influenced you? Print, online, radio, television?

Are you a walking billboard? Look at your articles of clothing (not your school uniform) and list the logos or company names showing on your clothing and belongings?

What do you think about this sort of advertising? Is it important to have logos showing? Why or why not?

Explain your answer.

ACTIVITY: WHERE ARE THEY?

In this unit the focus is on print ads.

Brainstorm the different places you see print ads.

For 24 hours, tally the number of print ads you see in each of these different locations.

As a class, compile the tallies and create a bar graph showing your findings.

Which print ad location do you think influences you the most? Why?

ACTIVITY: HOW TO ADVERTISE

In pairs, cut out one ad from *The West Australian* or a magazine.

For two minutes, answer the following questions about the ad:

- What can you see in this ad?
- What is being advertised? How do you know?
- Do you think the ad is effective? Why / Why not?
- Does the ad make you want to buy this product or service? Justify.

Swap your ad with another pair and repeat this twice more.

As a class, discuss the effectiveness of the ads.

As a class, discuss which ads you think are examples of 'good' ads.
List three elements of an ad you think should be in a 'good' ad criteria.

ACTIVITY: AD AWARE

In groups of four: Skim *The West Australian* and magazines with each student cutting out one different ad that appeals to him or her.

Use the question prompts below to guide your group discussion about the ads.

What company or organisation is responsible for the ad? How do you know?

What does the ad say or suggest about the product?

What is the ad trying to get you to buy, do or think?

What language or image is used to persuade / influence you?

Who is the target audience?

Is the advertiser's point of view different or the same as yours?

How are the four ads similar?

How are the four ads different?

ACTIVITY: AWESOME ADS

Look through *The West Australian* and cut out one ad you think is really memorable or effective.

Look at the ad and think about elements that drew your attention to the ad - such as colour, headline or slogan, picture.

Explain to a partner your reasons for choosing this advert.

ACTIVITY: AD TECHNIQUES

Look through *The West Australian* and cut out one ad in which you instantly recognise the company advertising the product or service.

Name the company and what they are advertising.

What makes this company easily identifiable – eg. Use of corporate colours, logo, illustration, slogan?

Who is the target audience for the ad? What makes you think so?

What do you think about the layout of the ad?
Does it make you want to buy the product? Why or why not?

How do you think the ad could be better designed?

ACTIVITY: TARGET AUDIENCES

In groups of four: Skim *The West Australian* and magazines with each student cutting out four different ads. Place all the ads in front of the group.

Most ads are directed at a target audience – a group of people advertisers think will buy or use the product. Advertisers create their ads to persuade the target audience to do, to buy, or to think something.

Look at the ads for your group. Identify the target audience for each ad.
Group the ads according to the different target audiences.

Label the target audience for each ad.

Discuss the techniques used by companies to appeal to each target audience.

If you were to design an ad for your age group, discuss and list three techniques used in ads that would appeal to your section

Compare the techniques you think you would use if you were designing an ad targeting your own age group compared to those used by advertising agencies.

ACTIVITY: FOCAL POINTS

Cut out three different ads from *The West Australian* and magazines.

Place them face down on the desk.

Flip one of the ads over and place your finger on the point in the ad where your eye immediately focusses on.

This is called the focal point.

Fold the ad into thirds horizontally and then in thirds vertically so you have gridlines on the ad.

Using these grids as reference points, compare the point where your eye first focussed in the ad with the focal point of other students.

Are they the same or different locations? Discuss.

Explain the importance of having a focal point in a print ad.

ACTIVITY: CORPORATE COLOURS

Colour is an important element in advertising.

Look through *The West Australian* and cut out ads which feature corporate companies, such as RAC, Sizzler, Water Corporation, BankWest, Coles and Woolworths.

How are the corporate colours reflected in these ads?

Why do you think it is important for corporate colours to be used in ads?

Look through *The West Australian* and cut out ads from different companies that use a similar colour scheme, eg. red and yellow.

Sort the ads according to the different companies.

Does this colour scheme represent the corporate colours?

If not, why do you think these colours were used in the ad?

Explain what colours you think are more effective in ads and why.

ACTIVITY: USE OF LOGOS

Look at a variety of print ads and circle the company logo in the ad.

What do you notice about the placement of company logos in an ad?

Discuss the prominence of a logo in an ad?

Do all ads include a logo?

Why do you think logos are important?

ACTIVITY: ADVERTISING ADVANTAGES

Comparing the advantages and disadvantages of advertising in different media – television, print media, online.

Which format do you think is most effective and why?

Think about aspects such as products, target audience and use of persuasive language.

List the advantages of each of these forms of advertising from both the advertiser and the consumer.

ACTIVITY: HEADLINE ATTENTION

On average, a reader spends less than a third of a second in deciding to read an ad or not, so designers rely on strong headlines and photographs to grab a reader's attention.

Look through *The West Australian* and magazines and cut out examples of ads you think have effective headlines or photographs.

Divide the ads into groups according to headlines or photographs.

Discuss what emotions the headlines create in you when you look at the ad, eg. curiosity, love, anger. Which emotion is most commonly evoked in the ads?

Why do you think it is important to create an emotional response from the reader?

Select one of the ads you have cut out.

If you were designing an ad for the product / service, what headlines could you think of yourself to grab readers' attention.

Suggest what other photos or artwork might be used to create interest in the ad.

Discuss your ideas with other groups.

ACTIVITY: BRAND RECOGNITION

As a group, select one corporate company, eg. RAC, BankWest, Water Corporation. Investigate the advertising formats, techniques and how the message is constructed for use in different media such as:

Print ads
Online
Television
Radio

Think about aspects such as the use of colour, logo, catch phrases, graphics.

Compare how different companies use advertising to promote their brand identification.

ACTIVITY: EMOTIONS, LOGIC, APPEAL

Look through *The West Australian* and magazines and cut out examples of ads using each of the following techniques.

- Emotional Responses
Happiness, fun, fear; use product claims to make you more attractive / healthier.

Circle the emotive words used in these types of ads.
Which emotions do they play on the most?
How do these emotive words persuade you?
Which emotion influences you the most? Why?

- Logical Appeal
Use statistics, facts and product information promoting what the product does and why you should have it.

Highlight the factual information promoted in the ads.
What are the main types of facts used?
Which type of products use the logical appeal the most?

- Appeal to Credibility
This technique uses real people, professionals or celebrities to recommend or endorse a product.

Which of these groups of people is more frequent?
How easy are these type of ads to find?
Are you influenced to buy a product if it has been endorsed by a person?

Do newspaper or magazine ads use one of these persuasive techniques more than the other?



ADVERTISING BRIEFS: DESIGN AN AD COMPETITION 2015

Term 1-2, 2015





Advertising Brief: Keep Australia Beautiful Council WA

OBJECTIVE

Design an anti-littering advertisement that includes the message and logo 'BIN IT, YOU KNOW IT'S THE RIGHT THING TO DO'.

TARGET AUDIENCE

The target audience is all Australians who currently litter. Depending on the litter issue you decide to focus on, your target group might be different.

BACKGROUND

Keep Australia Beautiful WA (KABWA) provides leadership in the field of litter prevention and reduction and aims to change the attitudes and behaviours of the community, through community awareness, education, legislation and enforcement strategies.

Littering continues to be a significant problem in Western Australia with roadsides amongst the most littered sites. KABWA has recently launched the BIN IT, YOU KNOW IT'S THE RIGHT THING TO DO campaign and seeks creative ways to spread that message, including catchy and appealing anti-littering messages and images to appeal to litterers to dispose of litter responsibly.

ESSENTIAL ELEMENTS

Keep Australia Beautiful wants your creative ideas in an anti-littering ad that will not only appeal to the target group you choose but motivate people to do the right thing and put litter in a bin. Your message should add value to the BIN IT message and work alongside it.

There are three types of littering you can choose to focus on for your advertisement design. Choose one of these types of littering behaviour and design an ad to help stop the behaviour.

1. Littering of fast food packaging
2. Throwing litter from cars
3. Littering cigarette butts

Your ad should include:

- A catchy image or tag line (or both) that complements the 'Bin It' message.
- A way to appeal to your chosen target group and encourage responsible disposal of litter.
- The Keep Australia Beautiful WA logo and BIN IT logo.
- The www.kabc.wa.gov.au web address.

FURTHER INFORMATION:

- [Click here](#) to find out more about the BIN IT campaign.
- [Click here](#) to read fact sheets on a range of litter issues.
- Email kabc@kabc.wa.gov.au for more information or telephone 6467 5123.

GUIDELINES FOR USE OF CORPORATE IMAGES

Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below. **However, students are strongly encouraged to compose their own images through photography or artworks.**

Due to copyright reasons, approval must be sought from KABC. Please contact:

Maureen Maher
Communications Coordinator
Keep Australia Beautiful Council WA
Level 7, The Atrium
168 St Georges Terrace
PERTH WA 6000

P: (08) 6467 5339

E: maureen.maher@kabc.wa.gov.au



Advertising Brief: Meerilinga / WA Children's Week

OBJECTIVE

To promote WA Children's Week and related events.

TARGET AUDIENCE

The target audience is families and schools

BACKGROUND

Children's Week is a national annual event held around the fourth Wednesday of October to coincide with UNICEF Australia's Children's Day. It is based on the United Nations Convention on the Rights of the Child which emphasises the rights of every child, everywhere.

Children's Week aims to recognise the talents, skills, achievements and rights of children and young people with the key message of 'Celebrating Children'. This year, Children's Week runs from 24 October - 1 November and celebrates the 25th anniversary of the signing of the United Nations charter for the Rights of the Child.

Children's Week events are coordinated in each state or territory by the State Convener. The convener of Children's Week in WA is Meerilinga Young Children's Foundation Inc. The major events Meerilinga coordinates each year are the WA Children's Week Launch, WA Children's Week Awards, WA Children's Week Family Fun Day and WA Children's Week Art Exhibition.

The WA Children's Week Awards recognise the achievements of children and those adults and services who work with them to help support their wellbeing and discover their full potential. The community is encouraged to nominate individuals or groups for the Children's Week Awards. The winning artwork submitted in the Awards art category are displayed for one month in the State Library of Western Australia. Nominations open 22 May – 22 August 2015.

ESSENTIAL ELEMENTS

- Children's Week national logo
- Meerilinga logo
- key message - 'Celebrating Children'

Advert Option 1: Design an advert to promote WA Children's Week Family Fun Day, held on 25 October 2015 at Whiteman Park 10am-2pm.

Advert Option 2: Design an advert to promote WA Children's Week Awards.

FURTHER INFORMATION:

- 2015 Children's Week dates:
24 October - 1 November
- www.childrensweekwa.org.au

GUIDELINES FOR USE OF CORPORATE IMAGES

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Permission is granted for image use from the WA Children's Week website for use in the competition



Advertising Brief: Millennium Kids Inc

OBJECTIVE

Design an ad which promotes Millennium Kids' 'Discovering Our River' campaign which aims to increase awareness about river issues and inspire people to get down to our waterways to help out.

TARGET AUDIENCE

Young people

BACKGROUND

Millennium Kids Inc is an environmental youth organisation powered by kids' ideas for change to create a sustainable world.

Kids are passionate about river care issues locally, globally and regionally.

ESSENTIAL ELEMENTS

Create an ad that encourages kids to join Millennium Kids' river care programs.

Your ad must include:

- Millennium Kids logo
- Millennium Kids website
- key message or slogan about:
 - the importance of our rivers and/or
 - the threats that our rivers face and/or
 - what people can do to help our rivers.
- an image which relates to your message (drawn or photo)

FURTHER INFORMATION:

- www.millenniumkids.com.au

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Permission is granted for image use from the Millennium Kids website for use in the competition.



Advertising Brief: Project Numbat

OBJECTIVE

Design an advertisement which aims to increase awareness about the numbat, the threats they face and how they can be helped.

TARGET AUDIENCE

The general Western Australian public, including children.

BACKGROUND

The numbat (*Myrmecobius fasciatus*) is a small, endangered marsupial found in the south-west of WA. Numbats have a long sticky tongue which they use to pick up termites, their only food source.

Numbats used to be widespread in the south of Australia but have had a huge reduction in range and population. They are under threat from habitat loss and introduced predators, such as foxes and cats.

The species is important to conserve for many reasons, including the fact that they are Western Australia's mammal emblem and that they are a unique species with no close living relatives.

It is important to raise awareness about the numbat so that the general public can help to conserve the species.

ESSENTIAL ELEMENTS

- Project Numbat logo
- Image of a numbat (either drawn or a photo)
- Project Numbat website
- Message or slogan about any of the following:
 - a) what people can do to help the numbat, and/or
 - b) the fact that they are only found in WA, and/or
 - c) the fact that they are endangered, and/or
 - d) the fact that they are Western Australia's mammal emblem, and/or
 - e) the threats facing them, and/or
 - f) why people should care about numbats.

FURTHER INFORMATION:

- Website: www.numbat.org.au

GUIDELINES FOR USE OF CORPORATE IMAGES

Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below. **However, students are strongly encouraged to compose their own images through photography or artworks.**

A selection of images will be made available for use in this competition at www.numbat.org.au/desinganad/. Due to copyright reasons, other images from the Project Numbat website cannot be used.



Advertising Brief: RAC – PRIMARY SCHOOLS

OBJECTIVE

Design an advertisement that shows an example of how to improve the safety of road users.

TARGET AUDIENCE

Primary school aged road users (pedestrians, cyclists or motor vehicle passengers)

BACKGROUND

The RAC strives to improve safety for all road users. The RAC believes that Western Australians have the right to safe, accessible and sustainable mobility. Part of a safe road system is ensuring that everyone does their part to reduce injuries on and near our roads.

ESSENTIAL ELEMENTS

1. RAC logo
2. RAC website: www.rac.com.au
3. The advertisement design must address one of the road safety messages below:

Staying safe on the roads

- A pedestrian should always stick to the footpath and be aware of their surroundings. When near roads, young pedestrians should always walk with an adult
- A cyclist must always wear a helmet and follow the road rules. They need to make sure that their bike is in good condition
- A passenger in a car needs to be careful not to distract the driver

FURTHER INFORMATION

<http://rac.com.au/news-community/road-safety-and-transport/safe-roads>

GUIDELINES FOR USE OF CORPORATE IMAGES

Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below. **However, students are strongly encouraged to compose their own images through photography or artworks.**

Due to copyright reasons, images from the RAC website cannot be used in the competition.





Advertising Brief: RAC – SECONDARY SCHOOLS

OBJECTIVE

Design an advertisement that encourages young drivers to buy a safe, sustainable and environmentally friendly car.

TARGET AUDIENCE

Young people who may be considering buying a car and/or their parents, who may be involved in the purchase process.

BACKGROUND

The purchase of a young person's first car is an important decision. For young drivers the excitement around this purchase may lead them to make a choice based on how the car looks or how it is priced, rather than other more important criteria.

The RAC recommends that young drivers should aim to purchase a vehicle that has a minimum 4 star ANCAP safety rating, has low ongoing running costs and is as environmentally friendly as possible.

ESSENTIAL ELEMENTS

- RAC WA logo
- RAC WA website: www.rac.com.au
- The advertisement design should address all 3 key factors to consider when choosing a car i.e. safety, environmental impact and running cost

Choosing the right car

3 key factors to consider when choosing a car

- Safety: older cars generally have fewer safety features than newer cars. This is particularly dangerous because young drivers are less experienced and therefore more likely to be involved in road trauma
- Environmental impact: older cars generally have less efficient engines, resulting in unnecessary levels of environmental damage
- Cost of running a car: while older cars generally have a lower purchase price, they can cost more to run in the longer term

FURTHER INFORMATION

www.rac.com.au

<http://rac.com.au/Motoring/Motoring-advice/Buying-a-car.aspx>

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Due to copyright reasons, images from the RAC website cannot be used in the competition.





Advertising Brief: Sizzler

OBJECTIVE

Design an advertisement promoting all the Goodness that Sizzler has to offer; from friendly service to fresh wholesome ingredients on the Salad Bar. Sizzler is a fun destination for families, where everyone can create their own delicious lunch or dinner to suit their taste from countless combinations of soup, salad, pasta, fresh fruit, and dessert.

TARGET AUDIENCE

Families in the Western Australian community, mainly with young children / teenagers.

BACKGROUND

Sizzler is a family friendly, casual dining restaurant. We are a great destination for everyday lunches or dinners, as well as special occasions such as birthdays.

If you have visited us before, you would probably remember our iconic Cheese Toast, served hot and fresh with every meal.

We're also famous for the Endless Sizzler Salad Bar, which features a range of mixed salads, as well as salad ingredients to build your own salad masterpiece, or just to try something new.

In addition to salads, enjoy seasoned potato wedges, pumpkin soup, creamy potato bake, pasta, plus make-your-own nachos.

Guests can also choose from a range of meals, fresh from the grill, including steak, seafood, chicken and ribs. There's also a tasty kids grill menu.

Saving the best for last – our famous Dessert Bar! Create the ultimate ice-cream sundae, with toppings like jellybeans, chocolate sauce, marshmallows, and more. Best of all, you can go back as many times as you like!

Sizzler opened in Western Australia over 20 years ago. There are 5 restaurants in Western Australia, all located in Perth.

ESSENTIAL ELEMENTS

- Highlight all the Goodness on offer at Sizzler
- friendly service
- the many different foods you can enjoy on a visit to Sizzler – soup, salad pasta, fresh fruit and dessert
- A sample of your favourite things about a visit to Sizzler
- Sizzler logo
- Sizzler website – www.sizzler.com.au
- Delicious food imagery of both the Salad Bar and Grill options

FURTHER INFORMATION

www.sizzler.com.au

GUIDELINES FOR USE OF CORPORATE IMAGES

Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below. **However, students are strongly encouraged to compose their own images through photography or artworks.**

Due to copyright reasons, the website may be used for ideas, however approval must be sought from Sizzler for use of specific images. Please contact:

Zoe O'Brien
Marketing Co-ordinator
Sizzler Australia
Collins Foods Limited
16-20 Edmondstone Street, Newmarket
QLD 4051 Australia

P: (07) 3352 0916

E: ZO'Brien@collinsfg.com.au



Advertising Brief: SunSmart

OBJECTIVE

Design an advertisement promoting Cancer Council's free SunSmart app.

TARGET AUDIENCE

The target audience is the Western Australian community. Students may choose to target a particular group. Examples include; outdoor workers, teenagers, immigrants and parents.

BACKGROUND

Australia has the highest rate of skin cancer in the world. Protecting our skin from overexposure to the sun is very important and can help to reduce skin damage causing premature ageing, sunburn, and skin cancer.

The UV Index is a scale which tells us how strong the ultraviolet radiation (UVR) from the sun is. The higher the UVR level, the quicker sun damage occurs. Sun protection is required when UVR levels reach 3 or above.

The SunSmart app helps us to protect ourselves from the sun by providing the times of day when UVR levels are predicted to be 3 or above (when UVR is harmful).

Other features include:

- 7-day weather forecast
- Alert function to remind you of the daily sun protection times
- Vitamin D tracker to find out if you are getting enough UV exposure for vitamin D
- Sunscreen calculator to find out how much sunscreen you need to apply
- 2-hour sunscreen reapplication reminder

The app is a helpful sun protection tool for all Australians.

ESSENTIAL ELEMENTS

- SunSmart logo
- Outline the features of the app
- Explain how the app can help people with sun protection.
- Overall, the ad should encourage people to download and use the app.

FURTHER INFORMATION:

www.cancerwa.asn.au/sunsmart

www.myUV.com.au

GUIDELINES FOR USE OF CORPORATE IMAGES

Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below. **However, students are strongly encouraged to compose their own images through photography or artworks.**

Permission is granted for image use from SunSmart website or other materials for use in the competition.



Advertising Brief: Water Corporation

OBJECTIVE

Design an advertisement that explains that the toilet is not a rubbish bin. When people put the wrong things down toilets and sinks it can cause sewer blockages and overflows. Disposing of household waste correctly prevents damage to the wastewater system and homes and helps protect the environment. Everything you pour down the kitchen sink or any item you put down the toilet doesn't just disappear. It goes through the wastewater system to a treatment plant where it is processed to ensure it can be either reused or disposed of in an environmentally friendly manner. Cotton buds, toothbrushes, toys, golf balls, jewellery and scissors are just some of the things that make their way inside our system.

TARGET AUDIENCE

Everyone in Western Australia has a responsibility to make sure we don't let the wrong things get in there.

BACKGROUND

The Water Corporation is the principal supplier of water, wastewater and drainage services in Western Australia to hundreds of thousands of homes, businesses and farms, as well as providing bulk water to farms for irrigation.

Our services, projects and activities span 2.6 million square kilometres across the state. We have regional offices in Perth, Bunbury, Albany, Karratha, Geraldton, Northam and Kalgoorlie which allow our employees to provide a high level of service to customers.

We don't just supply over 2 million people with fresh clean drinking water; we also take away about 432 million litres of wastewater a day. Wastewater is the spent or used water from a community. It comes from domestic, commercial and industrial sources. The collection, treatment and disposal of wastewater is an essential part of the water cycle that maintains the balance of water in nature. After you've used your water, it enters a waste pipe, and then into the 15,552 kilometres of sewer mains we operate. Eventually it reaches one of our 106 wastewater treatment plants.

Wastewater is 99.97% water because by far the greatest volume comes from showers, baths and washing machines. The rest is dissolved and suspended matter. There are many everyday items that should not enter the wastewater system.

- Cooking fats and oils - pour into a container and place in the bin
- Nappies, razors, cotton buds, syringes - wrap and place in the bin
- Food scraps - place in the bin or compost.
- Unused medicines - return to pharmacies.
- Newspaper and plastics - recycle.
- Engine oils - take to local garage or oil recycling centre.
- Chemicals - give to a licensed hazardous wastes contractor or contact your local council e.g. paint, cleaning products, pesticides and weedkillers.

ESSENTIAL ELEMENTS

- The Water Corporation logo (supplied)
- A catchy image(s) or slogan or both
- One or more examples of things that can and should not go into the wastewater system
- Encourages your target audience to show responsible use of our wastewater system
- Website: www.watercorporation.com.au

FURTHER INFORMATION:

<http://www.watercorporation.com.au/water-supply-and-services/wastewater>

Why not host a free incursion in your school to find out more? We run free wastewater incursions for metro schools.

<http://www.watercorporation.com.au/home/teachers/incursions-and-excursions/our-incursions>

Use one of our excellent lessons on wastewater <http://www.watercorporation.com.au/home/teachers/lesson-plans-and-teaching-resources/lesson-plan-search>

GUIDELINES FOR USE OF CORPORATE IMAGES

Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below.

However, students are strongly encouraged to compose their own images through photography or artworks.

Permission is granted for image use from Water Corporation Corporate Image Library available at www.watercorpimagelibrary.com.au for use in the competition. Students will need to register then place orders; once the order has been approved they can download a high resolution image.

APPENDIX 2 - ONLINE REFERENCES

<http://www.libec.org/pdf/PrintAdvertising.pdf>

Print advertising lessons - PowerPoint

<http://www.admongo.gov/teachers.aspx>

Do your students have the critical thinking skills to understand ads, what they're saying, and what they want kids to do?

<http://pbskids.org/dontbuyit/teachersguide/createyourownad.html>

This lesson introduces students to the elements of advertising. How do advertisers make sure that you glance at their ad? How is an ad created?

http://www.tickingmind.com.au/uploads/40084/ufiles/Samples/How_To_Teach_A_Great_Unit_on_Advertising.pdf

To begin to explore advertising then, they need to see some examples of advertising in action and think about the persuasive techniques going on.

www.readwritethink.org/classroom-resources/lesson-plans/video/persuasive-techniques-advertising-1166.html

Persuasive techniques used in advertising, specifically, *pathos* or emotion, *logos* or logic, and *ethos* or credibility/character from ReadWriteThink.org