



Time
Required:
25 minutes

Grade Level:
3rd -5th
grades

Skills for the 21st Century Marketplace Activity

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Last Modified: 04/06/11

“Collage of Brands” Activity

Infusionomics Themes, Keystone Economic Principles, and Skills for the 21st Century Marketplace:

- **THEME: CHOICES**
 - **Keystone Economic Principle™ #1:** We all make choices
- **THEME: COSTS**
 - **Keystone Economic Principle™ #2:** TANSTAAFL™ (There Ain't No Such Thing As A Free Lunch)
- **THEME: RESOURCES**
 - **Keystone Economic Principle™ #4:** Economic Systemes Influence Choices
 - **Skills:** 16. Communication Skills; a. Oral, Written, and Body Language; vi. Make oral presentations
- **THEME: INCENTIVES**
 - **Skills:** 23. Marketing; a. Product/Service Creation; a.iii-iv
 - **Skills:** 23. Marketing; d. Selling; iv. Determine customer/client needs and motives

** For additional standards and content references, please see the [end of document](#).

Overview:

In the Collage of Brands activity, students will identify brands and logos of major companies, and learn about the power of promotion through visual media.

Objectives:

In this activity, students will learn what goes into an advertisement, why advertising is used and how successful ad campaigns are run.

Materials and Handouts:

Magazines, store ads from the newspaper, construction paper, scissors, glue
Optional: Power Point presentation on wordless corporate logos

Pre-Activity Discussion:

- Explain that you'll be talking about brands and advertising today. Start with a little quiz. Say aloud the following company slogans and get the class to identify what corporations they are from:
 - "I'm loving it." [McDonalds]
 - "Eat fresh!" [Subway]
 - "Better Ingredients. Better pizza." [Papa Johns]
 - "Just do it." [Nike]
 - "Save money, Live better" [Wal Mart]
 - "Wii move you" [Wii]
 - "Collect Em' Trade Em' Wear Em'" [Silly Bandz]
- Discussion topics:
 - Ask students what their favorite brands are, and why.
 - Ask students if they see any brands being advertised in the classroom itself.
 - Have them talk about why companies advertise, what types of advertising exist (print, television, Internet) and how advertising is useful for the company.
- Explain to students that companies reinforce their familiarity by their use of product mascots (think about the Geico Gecko), their logo (think about the Nike "swoosh"), their product tag lines (like the ones you just reviewed), and product jingles – those annoying little songs that get in and stay in you head.
- OPTIONAL: If you have a computer and LCD projector, project the PowerPoint show of logos and have the students identify the product associated with the logo. Talk about how they could recognize the company even those all these logos didn't have any words. Explain that companies use the same images for many years to sort of "sear" those images into consumers' minds.
 - OR if you do not have an LCD projector, print off the PowerPoint slides and hold them up for the class.

Activity:

- Pass out magazines and/or store ads from newspapers). Students may have to share. (If there are a lot of students and few magazines, have students pair up or sit in groups at tables). If there are limited scissors or magazines, one student could cut logos out while the other organizes them by color or type of product (clothing, food, etc.).
- Tell the students to go through the magazines and cut out all the different logos they see. Have them then paste the cut-out logos to their paper.
- Have the students present their posters to the class.

Writing Prompt or Class Discussion:

Here are some optional questions for writing prompts and/or class discussion.

- What brands are cut out most often? Why might this be?
- How much does a brand name affect your purchasing decisions? Do you prefer "name brand" or "generic brand" clothing, food, technology? Are there certain kinds of products where you care more whether you buy a name brand or a generic brand? Why?
- Are there advertisements that make you DISLIKE a certain product? Is there an example you can think of?
- Do you change the channel frequently on the TV or radio when commercials come on?
- Are there similar advertisements in the magazines/newspapers? Why do you think so many advertisements are related within one magazine/newspaper vs. others?

Additional Standards and Content References

Voluntary National Content Standards in Economics:

- Standard #1 : Scarcity; Consumers, Wants
- Standard #2 : Decision Making; Benefit, Costs
- Standard #9 : Competition and Market Structure; Product design and variety, Advertising

Partnership for 21st Century Life Skills Concept:

- Information, Media, and Technology Skills > Information Literacy > Use and Manage Information > Use information accurately and creatively for the issue or problem at hand
- Learning and Innovation Skills > Communication and Collaboration > Communicate Clearly > Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

National Content Standards for Entrepreneurship Education:

- Ready Skills; C. Business Foundations; Business Activities; C.10 Explain marketing management and its importance in a global economy
- Ready Skills; C. Business Foundations; Business Activities; C.11 Describe marketing functions and related activities

Economics Vocabulary:

- Advertising** - Using advertisements (public notices, displays or presentations often based on celebrity endorsements, appeals to authority, bandwagon effects and attractive imagery) to promote the sale of goods or services.
- Brand** - A trade name used to identify a product produced by a particular company, distinguishing it from similar products produced by competitors.
- Comparison Shopping** - Examining different brands or models of a product (to learn about variations in quality, size, etc.), or the prices charged by different sellers (to learn about possible cost-savings), before deciding what to buy.
- Competition** - Attempts by two or more individuals or organizations to acquire the same goods, services, or productive and financial resources. Consumers compete with other consumers for goods and services. Producers compete with other producers for sales to consumers.
- Complements** - Goods and/or services that are often consumed together; e.g., left and right socks, hamburgers and hamburger buns or tennis rackets and tennis lessons.
- Heterogeneous Products** - Products (goods or services) that are differentiated by real or imagined differences in quality or other features, such as color, taste, styling, warranties or complimentary services provided to those who buy the products.
- Substitute** - A good or service that may be used in place of another good or service; examples include tap water for bottled water (or vice versa) and movies for concerts (or vice versa).
- Source: *EconEdLink.org* by the Council for Economic Education

Keystone Economic Principles™:

- For more information: http://infusionomics.com/wp-content/uploads/2010/06/Keystone_Cheat.pdf