



Time
Required:
25 minutes

Grade Level:
9-12th grades

Skills for the 21st Century Marketplace Activity

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“Compose a Jingle” Activity

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

•**THEME: CHOICES**

- **Keystone Economic Principle™ #1:** We all make choices

•**THEME: RESOURCES**

- **Keystone Economic Principle™ #4:** Economic systems influence choices
- **Skills:** 16. Communication Skills; a. Oral, Written, and Body Language; vi. Make oral presentations

•**THEME: INCENTIVES**

- **Keystone Economic Principle™ #9:** Prices are determined by the market forces of supply and demand, and are constantly changing
- **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 Compose a Jingle 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:

Computer, Internet access, and an LCD projector with audio

- You will be showing very short videos of advertising jingles.

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]
 - "There are some things money can't buy. For everything else, there's _____"
[Mastercard]
 - "Save money, Live better" [Wal Mart]
- Ask students what their favorite brands are, and why. Have them talk about why companies advertise, 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.
- Show them the following short videos:
 - DoubleMint gum jingle: <http://www.youtube.com/watch?v=enJbXlb4zqo> (newer);
<http://www.youtube.com/watch?v=iboOB0JfjTw> (older)
 - DoubleMint has been using the same jingle "Double your pleasure, double your fun with DoubleMint gum" for years.
 - Kit-Kat bar jingle: <http://www.youtube.com/watch?v=Lhtm4WydltY>
- Note that even when people can't remember a jingle perfectly it can still "work" as an advertising strategy because they remember what the product associated with the jingle is.

Activity:

- Divide students into small groups. Assign one product to each group. Their task is to come up with a "jingle" to advertise their product. The jingle should be between 15 and 45 seconds; no shorter, no longer. (Give them 10-15 minutes to compose the jingle.)
- Have each group perform their jingle. Then the class should vote on the best one. In discussing why it was the best, be sure to help students see the important elements of a good advertisement: it's memorable or "catchy"; it focuses your attention on the product itself or the good feeling the product can bring; it might be funny or goofy, but just not boring.

Additional Standards and Content References

Voluntary National Content Standards in Economics:

- Standard #7 : Markets and Prices; Market Structure, Markets
- Standard #8 : Prices; Determinants of Demand, Price, Substitute Good
- Standard #9 : Competition and Market Structure; Non-price competition (Advertising & Branding), Levels of Competition

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:

- **Concentration Ratio** - The percentage of the total industry by the largest firms (generally four or eight) in an industry. The concentration ratio provides a measure of domination in an industry by a few firms and serves as a measure of whether an industry is an oligopoly.
- **Consumer Surplus** - The difference between the price a consumer would be willing to pay for a good or service and the price that consumer actually has to pay.
- **Market Power** - The ability of a firm to alter the market price of a good or service.
- **Market Structure** - The degree of competition in a market, ranging from many buyers and sellers to few or even single buyers or sellers.
- **Price Elasticity of Demand** - Price elasticity of demand is the percentage change in quantity demanded as a result of the percentage change in demand price. Generally, a relative response of a change in quantity demanded to a relative change in price.
- **Price Elasticity of Supply** - The responsiveness of the quantity supplied of a good or service to changes in its price. The price elasticity of supply is the percentage change in quantity supplied divided by the percentage change in price.
- **Price Taker** - A firm that is unable to set a price that differs from the market price without losing profit; a firm in a perfectly competitive industry.
- **Producer Surplus** - The difference between the price firms would have been willing to accept for their products and the price they actually receive.
- 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