

## D. Application to Current HHG

Students will research and nominate contenders for the current year's HHG list. (The teacher can provide samples of current TV commercials, magazine ads, flyers, etc., for potential HHGs.)

Working in groups, students select one HHG and develop a group report to explain how:

- Δ the gift contains qualities that are good matches for many people, and are therefore potentially popular
- Δ the gift appeals to people of specific personalities, sex, or age group
- Δ the gift is being promoted through several media, e.g., flyers, newspaper/magazine ads, TV commercials, kiosks in malls, product placement in movies or TV shows
- Δ advertisers use specific advertising strategies to promote the gift (see list under "Advertising Strategies" on back page)

## E. Culminating Creative Activity

Task: Students (individually or in small groups) will create and present an HHG and an accompanying promotion plan/marketing strategy. Students may select any season of the year.

### 1. Imagine an HHG

Using the list of HHG qualities, and the research conclusions as guides, create a gift design (on paper) and/or gift prototype (mock-up) that will satisfy several criteria for making the gift a "must-have."

### 2. Design a Campaign

Design a promotional campaign for the HHG which utilizes more than one medium (e.g., create a *storyboard* for a TV commercial or mock-ups of web ads, flyers, newspaper/magazine ads). Describe where you would *position* the commercial or ads. Describe the *product placements* you would negotiate, and explain why you chose those TV shows.

### 3. Present the Gift and Campaign Design

Prepare an oral/visual presentation to convince a group of potential investors to put money into your gift idea and promotional campaign. Present your HHG and promotional campaign to a small group or the class who listens, in role, as investors. Be prepared to respond to questions from the investors.

In the oral presentation, address several of the following:

- Δ Explain why the gift will be popular among many people.
- Δ Describe the target audience to which your gift and campaign will appeal.

- Δ Identify a group of people that will NOT be interested in this HHG, and explain why.
- Δ Describe how your promotional campaign will create a "must-have" feeling in the people who see the ads.

## F. Conclusions

In class discussions and/or in writing, students might reflect on the HHG gift phenomenon.

Questions to consider:

- Δ What are the most common qualities of HHG?
- Δ How do promotional campaigns create "must-have" feelings in people?
- Δ How might HHGs make some people's lives better?
- Δ How might HHGs make some people's lives miserable?
- Δ What might HHG advertising mean to people who do NOT exchange gifts?
- Δ What might HHG advertising mean to people who cannot afford expensive gifts?
- Δ How might people successfully avoid the pressures of the HHG promotional campaigns?

## Assessment

The unit contains a variety of student tasks: writing, representing, speaking, group work. Teachers will decide which strands they wish to assess in each phase of the unit.

Many student tasks involve several expectations that can be identified and clustered. For example, students will use the language of promotion (target audience, position, pleasure value) when designing their campaigns, and the language of advertising (transfer, bandwagon) when presenting them.

There are several opportunities to observe students using their listening skills and their abilities to explain audience responses to specific advertising messages.

Media Studies expectations can be demonstrated throughout the unit.

Some assessments might be conducted using observation and a checklist, while others will best be conducted using a formal rubric.