

advertising concept+design exercises

OBJECTIVES

ASSESSMENT/RUBRIC

EXERCISES

- [Exercise 1](#)
- [Exercise 2](#)
- [Exercise 3](#)
- [Exercise 4](#)
- [Exercise 5](#)
- [Exercise 6](#)
- [Exercise 7](#)
- [Exercise 8](#)
- [Exercise 9](#)
- [Exercise 10](#)
- [Exercise 11](#)
- [Exercise 12](#)
- [Exercise 13](#)
- [Exercise 14](#)
- [Exercise 15](#)
- [Exercise 16](#)
- [Exercise 17](#)
- [Exercise 18](#)
- [Exercise 19](#)
- [Exercise 20](#)
- [Exercise 21](#)
- [Exercise 22](#)
- [Exercise 23](#)
- [Exercise 24](#)
- [Exercise 25](#)
- [Exercise 26](#)
- [Exercise 27](#)
- [Exercise 28](#)
- [Exercise 29](#)
- [Exercise 30](#)
- [Exercise 31](#)
- [Exercise 32](#)
- [Exercise 33](#)
- [Exercise 34](#)
- [Exercise 35](#)
- [Exercise 36](#)
- [Exercise 37](#)
- [Exercise 38](#)
- [Exercise 39](#)

SELF-EVALUATION

CALENDAR

objectives

This first project is like a **mini-course within the larger course**.

Almost every Tuesday (and some Thursdays) will be a discussion over required readings about advertising's ideation, art direction, copywriting, media, and marketing. The knowledge will also aid students in all of their visual communication creation and even how to market their own work.

Other objectives of this first project include:

- Class participation to display comprehension of required readings, which also foretells the success in this class and its consequences for not following all directions.
- Each every week's **YFT** (Your Favorite Thing) from the assigned reading is considered a Pass or Fail aspect of this project.
- Organization skills. Things are due. Keep track of all of them.
- Performance level and self-assessment: Given the many opportunities to be sure work is at its highest level, anything other than 100% only shows poor ambition and/or time management.
- **Successful multi-tasking:**
 - > Project 2, 3A, and 3B will all begin and end before Project 1 is completed in its entirety. Only Project 4 Team Competition to Develop and Pitch a Big Idea will remain by the time Project 1 is turned in for a grade.

assessment/ rubric

OVERALL

- This project is worth approximately $\frac{2}{5}$ or 40% of the course grade. See syllabus for details.
- There are no Second Tries on any part of this project.
- Student should put **100% effort into each exercise** or the overall project grade will be reduced.

EXERCISE POINTS BREAKDOWN

The following will be averaged and respond to a 100-point grading scale, reflected in letter grade that corresponds to that explained on the syllabus (90-100 = A, 80-89 = B, etc.)

- Exercise 1: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 2: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 3: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 4: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 5: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 6: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 7: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 8: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 9: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 10: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 11: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 12: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 13: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 14: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 15: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 16: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 17: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 18: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 19: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 20: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 21: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 22: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 23: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 24: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 25: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 26: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 27: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 28: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 29: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 30: CR 100% | 1/2CR 50% | NoCR 0%
- Exercise 31: CR 100% | 1/2CR 50% | NoCR 0%
- YFT and Discussion Participation each week overall: CR 100% | 1/2CR 50% | NoCR 0%

see next page for overall project rubric.

OVERALL RUBRIC:

- Participation in all critiques/discussions in person, Slack, or other directed platform.
- Directions were followed accurately with absolutely no errors for each project.
- All participation and exercises completed to the highest quality.
- Discussion in class show evidence of assigned textbook and online readings.
- YFT (Your Favorite Thing) provided every week in class unless it is explained as unnecessary (unlikely). When doing so, presentation of YFT shows thought and preparation.
- All work displays critical thinking skills.
- No misspellings on any written responses.
- No grammatical errors on any written responses.
- Ambition - How much did you challenge yourself? Did you plan your time well?

exercise 1

WHAT'S THE BIG IDEA?

This first exercise is about **evaluating ads in a campaign** to identify elements that formulate the **creative strategy**. Once one knows *how* to see the formula, better problem solving can occur in any creative situation. This will be done multiple times this semester, and you will improve each time.

OBJECTIVE

This exercise is all about finding the **One Thing** or the **Big Idea**, then linking it to **strategy**.

The information asked for in this exercise is also key for creating a **Creative Brief**. If one does not receive these from an account executive or creative director at an ad agency, the solo creative person must formulate one for themselves. If the problem isn't clearly stated, the problem cannot efficiently be solved. This also provides students the opportunity to identify when a campaign is strong. If the messaging is tight and the Big Idea consistent, individual identification of the message should be similar.

DIRECTIONS

Students will be given two campaigns, each with three print ads. For each of the campaigns, student will fill in the information from evaluation of the work. Students will write on a piece of paper or print out what is written on a tablet. Discussion will occur throughout. **Intelligent participation in discussions is, as always, part of the grade.**

Provide a framework for the campaign:

- What exactly is the **Product/Service**?
- Who is the **Primary Target** (be precise)?
- Who is the main **Competition**?
- What is the desired **Action**?
- Identify the **Big Idea** for this campaign?

For each ad in the campaign, explain how the Big Idea is supported with believable information in each ad.

- Ad 1 **Support**:
- Ad 2 **Support**:
- Ad 3 **Support**:

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex1](#) for directions about information due.

exercise 2

SOFTEN THE SELL + KEEP ON GOING

OBJECTIVES

This multi-part project allows for students to better understand the difference between a “hard” and “soft” sell by using a powerful ideation technique in teams and individually.

Hint: review all of Introduction in textbook, but specifically pages 13-14. Also, see Slack for examples

PART 1:

Professor will provide on advertisement that is a hard-sell (a basic, price-led ad, for example).

Students will break into groups and first identify:

(1) **the brand/product/service**; (2) **a target audience**; (3) **the ad’s objective**.

The entire class should agree on the answer for #1 and #2, as they cannot change. #3 can change.

PART 2:

Students will then break into groups and work together to “soften” the sell. They will do this by brainstorming quickly and repeatedly using Post-It notes – not getting attached to anything – until the best answer is found.

5 minutes: Jot **one idea down per Note**. Time is limited. Post as many ideas as possible.

Don’t limit your thoughts! Sometimes the crazy ones lead to the perfect solution!

TAKE A PICTURE.

5 minutes (OR LESS): Review your Notes and **cluster them by concept**. When finished,

TAKE A PICTURE.

3+: 15 minutes ALTOGETHER: Pick your **3 top ideas**, using them as jumping-off points. Repeat the steps above per each of the 3 top ideas each no more than 5 minutes each. **JUST GO!**

DON’T STOP! TAKE PICTURES of the entire process!

4: Final: Pick your absolute best answer. **TAKE A PICTURE** of the Note.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex2](#) for directions about information due.

exercise 3

TYPES OF FAMOUS PEOPLE

OBJECTIVES

Typefaces and pop culture knowledge mix in this project when students consider both the “brand” of celebrity and feelings conveyed by a typeface. In other words, make words EXPRESS themselves visually while also considering how a celebrity crafts who/what people think they are.

Hint: review Chapter 14: Execution. Also, see Slack for examples.

OVERVIEW:

1. As a class, we will think of as many famous people (dead or alive) as possible, preferring those with a definite personality or “image.”
2. Individually each student will pick 10 of these. Repeats are o.k.
3. Individually work >> Pick a typeface that expresses each persona. Have fun with dafont.com or similar without needing to download the font (explained in class). If the font is on your computer, also consider using color, kerning/tracking, and upper- or lowercase.
4. As you experiment, take a screenshot of the final work.
For Mac: Shift + Command + 4, then click and drag around the work.
The PNG will appear on your desktop.
5. Pick your best 10. No repeats on people or typefaces for each student.
Rename the screenshots with **Your Last Name_1 (_2, _3, etc.).PNG**.
6. Class will discuss. **Intelligent participation in discussions is, as always, part of the grade.**

DUE > WHAT • WHEN • WHERE



See Slack channel **#grfx3603_proj1_ex3** for directions about information due.

exercise 4

AD FACELIFT

OBJECTIVES

This exercise is purely about revising the art direction's design of an ad, while neither the concept nor the headline changes. *Hint: review Chapter 14: Execution!!!*

PART 1:

Professor will provide an old award-winning advertisement. **Intelligent participation in discussions is, as always, part of the grade.** The class will briefly evaluate:

- The **product/service** and its **brand**. Plus, which is the ad selling? What is the **objective**?
- Who is the primary **target market**? Is there a secondary target market?
- Why do you think the ad is award-winning? In other words, **what makes it great**?
 - » Keeping this ad in the same medium (print magazine), does it need all of the same elements in 2023?
 - » If this ad were to run in a different medium in 2023, does it need all of the same elements? More? Less?

PART 2:

Individually each student will then re-art direct the advertisement, changing the layout, hierarchy, type, color palette, etc. as necessary. This will be done neatly on paper.

PART 3:

Review together as a class. Also, discuss the CPR (Creative Progress Report, page 291) that would've accompanied this.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex4](#) for directions about information due.

exercise 5

PROPOSITIONS

OBJECTIVES

This exercise considers first Features and Benefits and how these are connected to the target market of an advertisement, both discussed in the textbook. As the textbook explains, a clear **proposition** must be decided before any strategy can occur. Strategy must be decided before creation and execution of campaigns or one-offs can happen.

Hint: review Chapter 1: Basic Tools.

OVERVIEW:

Rewrite the 3rd proposition in the simplest terms (if possible, 1 word) from the following list.

The first 2 are done for you:

- Place you hands under a Brand X Hand Dryer and it will dry them completely in approximately 15 seconds = Bone-dry hands in 15 seconds
- Brand X Hand Dryers have a built-in super-generator engine = Powerful
- Brand X Hand Dryers are the only paperless hand dryers to be approved by various environmental and conservation organizations = _____

Answers will be discussed in class. **Intelligent participation in discussions is, as always, part of the grade.**

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex5](#) for directions about information due.

exercise 6


TARGET PERSONA IDENTIFICATION & CREATION

OBJECTIVES

This exercise continues to explore how important a target market is to advertisement creation. Then one target market will be pushed further into the creation of a Target Persona.

“A target persona is a fictional profile of a person who represents one of your key target audience groups, based on characteristics of your customers. It’s also sometimes known as a buyer persona. Audience profiling is a great place to start when trying to define your target personas.”

Loyal Lola



Gender: Female
Age: 37
Education: Bachelors in Data Analysis
Occupation: Marketing Data Analyst
Marital Status: Married
Location: Suburbs of Chicago, IL

Description

Loyal Lola is a female in her late-30s who has been a data analyst for a profitable SMB for more than a decade. She’s happily married with three kids, lives in the suburbs, enjoys taking an annual family vacation, and likes to cook. Lola has a strong network of analyst professionals and she enjoys attending conferences to meet new people. She sticks with brands she knows and trusts.

[Image from this source.](#)

Hint: review Chapter 1: Basic Tools and links to read on Slack #grfx3603_proj1_ex6.

PART 1:

Professor will provide multiple award-winning advertisement. **Intelligent participation in discussions is, as always, part of the grade.** The class will briefly evaluate:

- The product/service and its brand. Plus, which is the ad selling? What is the objective?
- Who is the primary target market? Is there a secondary target market?

PART 2:

Picking one ad, the class (or individually - TBD) will go further. Consider the following about the target market. Take notes so you can use this information when creating the persona.:

- **Age**
- **Location**
- **Language**
- **Spending power and patterns**
- **Interests**
- **Challenges**
- **Stage of life**

Going further:

- **Lifestyle:**
Do they have a lot of disposable income? Are they status-seekers? Are they thrill-seekers?
- **Think about their ambitions:**
Are they career or money motivated? Are they family-focused?
- **Research their attitudes:**
What are their opinions on certain brands? What's their perspective on environmental welfare, human rights or the future of the economy?
- **Find what makes them unique:**
Compare and contrast your audience with other similar audiences.
- **Find their pain points:**
What's causing them headaches? What problems are they looking to solve?

PART 3:

Create your persona on the computer using the provided template and either stock imagery or AI image creation. (You must credit image using URL or write, "Image created with A.I.")

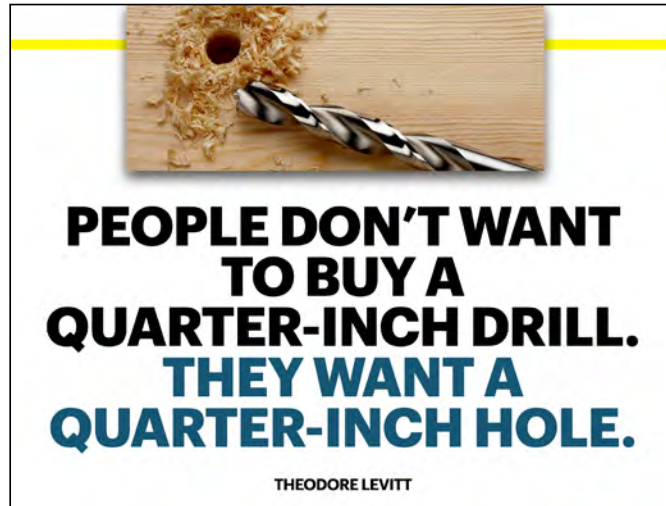
DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex6](#) for directions about information due.

exercise 7

SO WHAT?



OBJECTIVES

When considering the benefits of a product/service/brand to a primary target market, it is important to find a hook. In other words, you must keep going until you get to the emotional benefit that would really matter to her/him/them.

SO WHAT?

Keep asking until you get to the benefit that satisfies a basic want or need of the target.

- Dove soap is ¼ cleansing cream.
 - **SO WHAT?**
- It's creamier, less harsh to the skin.
 - **SO WHAT?**
- Your skin looks younger, less dry.
 - **SO WHAT?**
- You feel better about yourself because the way you look brings confidence.
 - **Now you have a hook:** Don't tell her about soap. Talk to her about feeling young, beautiful, sexy, and in control.

OVERVIEW

In class, professor will provide a new product/service. Each student will find the emotional benefit for the Target Market Persona created in Exercise 6 using the So What? method on a piece of paper.

Intelligent participation in discussions is, as always, part of the grade.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex7](#) for directions about information due.

exercise 8

MESSAGE WHAT MATTERS

OBJECTIVES

- This third exercise helps open the mind to relating a product/service to an intended audience. **Don't sell the mattress. Sell a good night's sleep.**
- The exercise is also a tool when approaching the substantial task of writing strong body copy, which should **showcase benefits** – instead of just listing features – to the audience.

See Slack for examples.

OVERVIEW

This exercise asks students to imagine writing emails to one's grandparent* about given products and services. Keep it clear and simple, avoiding trendy words or empty sales verbiage. Just describe it in an honest fashion, but as you are excited to share the news with your grandpa or grandma, or another family member/friend who is at least 40 years older than you.

* Some grandparents are more trendy than a 'tween! However, for this exercise, stereotype an older generation who doesn't always relate well to the latest thing, but with whom you are already familiar. (Assume they have and use a SmartPhone.) If you would like to "imagine" a stereotype instead of your beloved Grammy, that is totally fine. Just remember you must have a clear idea of who this made-up person really is and what they like or it will be much harder to complete.

- You will **write 4 separate emails** (see Steps), but you will not actually send them.
- Each email will have a **subject line** (and/or a **#hashtag**), followed by **the message** where you are trying to explain the thing in a way that will make him/her/they want to try it.
- You are not selling any of the items, but you are trying to share this cool "thing" with your grandparent. Convey **BENEFITS** to that **audience, NOT FEATURES.**

When you've finished this exercise you've accomplished a few things:

- You've stated the case in a manner any consumer will understand, and you are no longer staring at a blank page. Perhaps your mind also opened up to seeing that there could be several ways to solve the problem.

- And that subject header or hashtag? Maybe that's the headline.
- If this works for you, consider writing e-mails to the whole family. Who knows? Maybe you'll end up with an entire campaign!

STEPS

1: FILE SETUP

Create a file in any program that will check your spelling and grammar and allow you to create a PDF from it (Save As or Export). Name the file **YOURLASTNAME_EX3**.

2: WRITE YOUR MESSAGES

Write 1 email to your grandma or grandpa following steps 1 and 2 for **each** of the following (so 4 emails in total):

- **TikTok**
- **Ring™ Doorbell Video Camera**
- [ElliQ](#)
- Some **other product or service** that you choose.

3: CHECK EVERYTHING ONE MORE TIME

- Check **spelling** and **grammar** with Grammarly (or similar).
- **Window : Links**. Are all your links updated and still connected?

4: TURN IT ALL IN

Check all of your work, including the file name. After saving your work again, create the PDF.

DUE > WHAT • WHEN • WHERE



See Slack channel **#grfx3603_proj1_ex8** for directions about information due.

exercise 9

1-IN-10 RULE

OBJECTIVES

This exercise works with a technique similar to brainstorming. It also trains your mind (and ego) to never just come up with an idea and call it good. (I'd call that mediocre!)

Hint: review all of Chapter 1: Basic Tools, but specifically page 23.

OVERVIEW:

See the 3 ads provided on page 23 of your textbook from the iconic *The Economist* print campaign. Professor will also show more from this campaign.

Individually either on a computer or writing (neatly) by hand, each student will:

1. First, write (at least) 5 more headlines in the style of the campaign. They do not all need to be perfect! This is brainstorming!
2. *Show to professor and receive any guidance if necessary.*
3. Then write 10 more.
4. *Show to professor.*
5. Do (at least) 5 more, for a total of 20.
6. In class, professor will provide guidance on how to show to classmates individually and have people pick their favorite 3.
7. Finally, each student should pick THEIR favorite 3 after all of this feedback. Share with the class.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex9](#) for directions about information due.

exercise 10

THE OPPOSITE TOOL

OBJECTIVES

This exercise introduces another tool for coming up with great ideas. As Barry explains, “At worst, you’ll produce different and unexpected but useless. At best, it can be brilliant, inspiring, and even revolutionary.” He then goes on to propose this ideation method be used on strategies, ideas, headlines, taglines, art direction, and visuals – just about everything but the budget!

Hint: review all of Chapter 1: Basic Tools, but specifically pages 28-33. Also, see Slack for examples.

- The book provides the following example:
Think of something, anything, and do the opposite. Start with visuals, like an egg. It’s usually round, so make it square. Then turn it into an ad. Maybe a line for this example could be:
Have genetically modified foods gone too far?

OVERVIEW:

1. Professor will provide a visual and students will work in class (or in teams) to come up with as many opposites as they can. This will occur multiple times.
2. Then professor will provide a specific product/service from these exercises.
3. Next, students will individually create sketches for an ad using the opposite visual and accompanying headline(s).
4. Class will come back together and discuss outcomes.

Intelligent participation in discussions is, as always, part of the grade.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex10](#) for directions about information due.

exercise 11

CLEVER SYMBOLISM

OBJECTIVES

This exercise challenges students to consider how a famous person (dead or alive) translates to visual symbolism to creatively communicate this unique trait/experience/quality to an audience.

Hint: review Chapter 1: Basic Tools, specifically pages 35-37. Also, see Slack for examples.

OVERVIEW:

First, consider the audience of A&E's Biography [Channel]. Discuss what it is was and is. Consider how a documentary is aired and how it is advertised. Now do more than just throwing somebody's picture up with some type about them because any marketer can do that.

YOU will go further by considering a more engaging way to convey WHO this celebrity is in the minds of consumers.

1. Next, the class will make a list of as many famous people, dead or alive, who you'd expect to see a biography/life story on TV.
2. Then each student will choose/be assigned six of these people. There may be some purposeful overlap of one-two of these picks between students.
3. Guided by the professor in timed intervals, each student will then use an ideation method of their choosing to consider as many visuals as possible for each of the assigned celebrities.
 - Brainstorm as many as you can as quickly as you can. Not every idea will be great.
 - Start with the obvious clichés, but go further. Those might lead to the good stuff!
 - Be lateral, base it on truth, exaggerate but don't contrive, be irreverent, avoid clichés, etc.
 - Read your textbook!
4. Required to receive full credit: have at least five ideas for each of the six celebrities. They don't need to all be great.
5. Each student will pick their one best for each of the six people and present it to the class.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex11](#) for directions about information due.

exercise 12

TO HEADLINE OR NOT TO HEADLINE

OBJECTIVES

Though this exercise introduces some basics of campaign thinking vs. one-offs, the main goal is to improve thinking both verbally and visually to communicate creatively. **Intelligent participation in discussions is, as always, part of the grade.**

Hint: review Chapter 3: Print, especially pages 63-76.

OVERVIEW:

For all of the following, student should use her/his/their sketchbook to jot down ideas. Students must verbally participate or they will not receive credit.

1. Professor will show samples of advertisements with a strong Big Idea and obvious target market. As a group with one ad, students will attempt to come up with another headline to continue the idea. (If the Big Idea is strong and students are familiar with the product/service/brand, this should be very easy.)
2. Once warmed up, professor will then show examples of advertisements that could use some help. As a group with one ad, students will attempt to come up with another headline that could be an entirely new campaign. Professor may even allow students to come up with a new target market just for the fun of it.
3. Then professor will challenge students to see if the product/service could be sold with only a visual and no text. Many discussions will help people build on each others' ideas.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex12](#) for directions about information due.

exercise 13

REDUCTIONISM

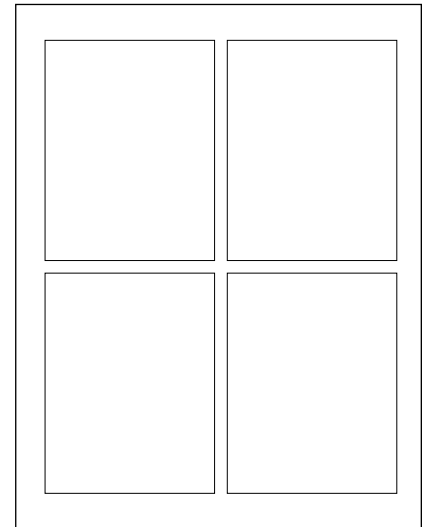
OBJECTIVES

Simply by cropping or more dynamic framing, a composition can become more powerful! This is true of all 2-D art/design you will create. For this exercise, we will specifically explore how it can make a pretty good ad even better.

Hint: review Chapter 3: Print, especially pages 77-85. Also, see Slack for examples.

OVERVIEW:

1. Professor will provide three print and/or social media advertisements as samples, as well as a sheet with rectangles at correct proportions as a reduced page.
2. Using a pencil and the provided sheet, students will individually try to **improve each ad by simple cropping and/or reframing**
 - » This will be completed via tight drawings emulating the ads shown.
 - » Elements cannot be removed from the ad unless permission granted by professor.



DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex13](#) for directions about information due.

exercise 14

HIERARCHY

OBJECTIVES

Hierarchy is something all graphic designers must master. The hierarchy in an ad must follow the plan of how to control the read, so it should be considered before executing; however, part of the fun of designing is messing around with how to control the read in sometimes unexpected ways.

This exercise should be a review of skills already introduced and in a constant state of refinement.

OVERVIEW:

This exercise will be completed on the computer, but student may scribble ideas on paper first if they wish.

1. Professor will provide the following:
 - » Multiple elements in a zipped Google Drive file, including stock imagery, typefaces, and logos.
 - » Objective and target market of the advertisement
 - » Headline for the advertisement.
2. Each student will complete the following:
 - » Layout with headline as highest in hierarchy.
 - » Layout with headline as highest in hierarchy, but small item on page.
 - » Layout with image the highest in hierarchy.
 - » Layout with logo highest as hierarchy. (<<< weird!!!)

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex14](#) for directions about information due.

exercise 15

GROW THE CAMPAIGN TOGETHER

OBJECTIVES

“Arguably the hardest part of advertising is making the move from creating the single execution one-shots to ideas that are big enough to work as a campaign, with numerous executions...[while not being too general or boring or a vague ‘essence of brand’.]”

This exercise will show multiple award-winning advertisements to students. The class will either work as one class together or break into groups, but this will not be completed individually. I expect lots of conversation and brainstorms for this exercise!

Hint: thoroughly read (and then re-read) both Chapter 4: The Campaign and Chapter 5: The Tagline.

OVERVIEW:

The following may only be done once or multiple times with different ad campaigns.

Intelligent participation in discussions is, as always, part of the grade.

PART 1:

Professor will provide an award-winning campaign. The class will briefly evaluate:

- The **product/service** and its **brand**. Plus, which is the ad selling? What is the **objective**?
- Is there a **tagline**? Is it more for the campaign or stuck on with the logo/brand?

PART 2:

- As quickly as possible, keeping with the ideation techniques of brainstorming, students will come up with more ads that would fall into the campaign of the one displayed. This will be done neatly on paper.
- Then students will review work, and pick the best 3.

PART 3:

Review together as a class:

- Do all of the final 3 work in the campaign? Or are they 3 separately good ideas?
- Does the tagline still work or does it seem extraneous or unrelated?

- The class will also consider the original Big Idea of the campaign and how easy/successful further ads were to create. The stronger the Big Idea of a campaign, the easier the ads should be to create.
- Are the ad ideas Big enough to extend to legs, like content creation in social media, philanthropic brand work, merchandise, television, promotional events, etc.?

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex15](#) for directions about information due.

exercise 16

10 MORE OUCHES

OBJECTIVES

This exercise continues to challenge students to grow an award-winning campaign, but this time with a very strong Big Idea no tagline. The class will work together. I expect lots of conversation and brainstorms for this exercise too!

Hint: thoroughly read (and then re-read) both Chapter 4: The Campaign and Chapter 5: The Tagline.

OVERVIEW:

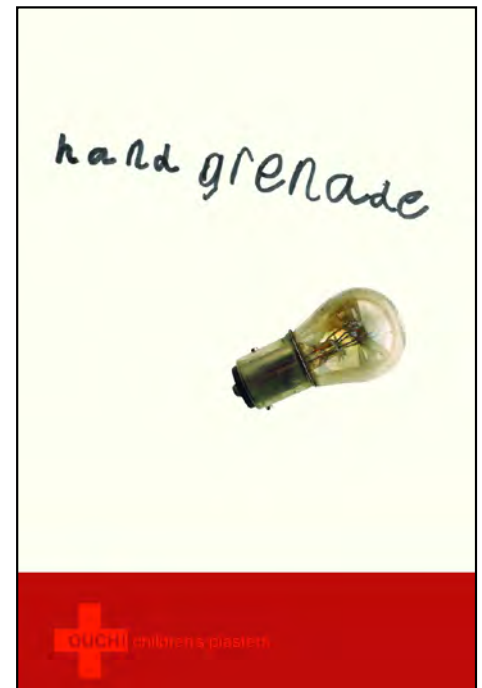
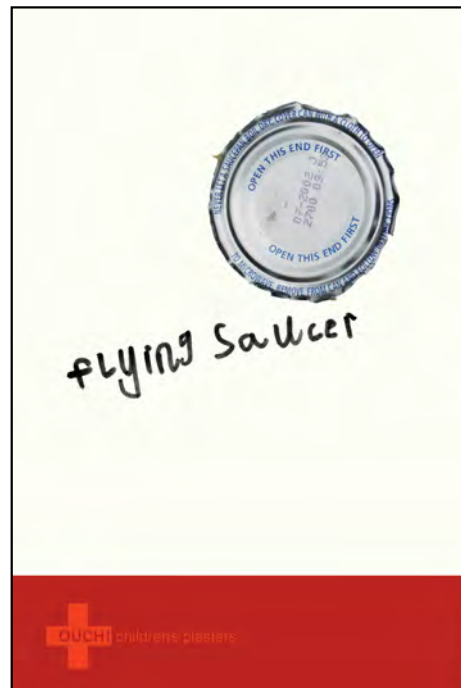
The following may only be done once or multiple times with different ad campaigns.

Intelligent participation in discussions is, as always, part of the grade.

PART 1:

Professor will provide images of the award-winning campaign for OUCH! Plasters*.

*Adhesive bandages are called plasters in the UK, so consider OUCH! = Band-Aid.



The class will briefly evaluate:

- The **product/service** and its **brand**. Plus, which is the ad selling? What is the **objective**?
- Is there a **tagline**? Is it more for the campaign or stuck on with the logo/brand?
- For this particular product, identify the **two target markets** - primary and secondary.

PART 2:

- As quickly as possible, keeping with the ideation techniques of brainstorming, students will come up with more ads that would fall into the campaign of the one displayed.
- This will be done neatly on paper.
- Students will continue until 10 strong ideas are completed.

PART 3:

Review together as a class:

- Were these ads easier to create than those in the previous exercise? Why or why not?
- Should there be a tagline on these ads?
- How would you extend this Big Idea to legs, like content creation in social media, philanthropic brand work, merchandise, television, promotional events, etc.?

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex16](#) for directions about information due.

exercise 17

STRATEGIC MANEUVERS

OBJECTIVES

This exercise reinforces comprehension of the multiple strategies listed in the textbook by asking students to apply each to a new product. These will be discussed in class. **Intelligent participation in discussions is, as always, part of the grade.**

- Professor may have the entire class work together or break into groups.
- It is possible that some of these will require students to render strategies into a tighter concept.

Hint: refer to Chapter 6: Generating Strategies and Ideas.

OVERVIEW:

For each of the following strategies, an example will be shown in class to remind students of the required reading Chapter 6.

Then, professor will provide a new product or service. Professor may also provide a new target market or she may allow students leeway with this.

Students will then quickly come up with an ad that would use the strategy.

- **Before and After Strategy**
- **Before-Only Strategy**
- **After-Only Strategy**
- **Advice Strategy**
- **Knowledge Strategy**
- **Empathy Strategy**
- **Demonstration Strategy**
- **Testimonial Strategy**
- **Heritage Strategy**
- **Owner or Self Strategy**
- **Product Positioning Strategy**
- **Product Repositioning Strategy**
- **Competitive or Comparison Strategy**
- **Challenge Strategy**
- **Negative to Positive Strategy**
- **Logic Strategy**
- **Price Strategy (Expensive/Cheap)**
- **Honesty Strategy**
- *Brand Action will be explored in the next exercise.*

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex17](#) for directions about information due.

exercise 18

BRAND ACTION

OBJECTIVES

This exercise explores the last strategy discussed in the text, the Brand Action. After the COVID pandemic and other elements of the western societal construct were reconfigured, the importance of Brand Actions became more important than ever. If a brand didn't put its money to a cause that rang true with the ideology of both its supposed marketing mission and its target market(s), it could very well be destroyed. With the existence of social media and user-generated content, the response to Brand Actions can build up or take down a brand in a day (or less!).

- These will be discussed in class.
Intelligent participation in discussions is, as always, part of the grade.
- Professor may have the entire class work together or break into groups.
- It is possible that some of these will require students to render strategies into a tighter concept.

Hint: refer to Chapter 6: Generating Strategies and Ideas, especially page 120.

Also, see Slack for examples.

PART 1:

Professor will first share samples of Brand Actions in past and recent years. She will then provide a new brand that has a branding guide available online and the following will be discussed:

- What is the mission statement (even if it is not called this)?
- Who is the target market of this brand?
- Has this brand participated in social causes or any kind of Brand Action? When? How? Was it successful? (And how do you define success?)

PART 2:

Then students will discuss other Brand Actions that would be smart strategies for the brand to build further following and loyalty.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex18](#) for directions about information due.

exercise 19

MAKE MORE ARCHES

OBJECTIVES

This exercise challenges students to grow a campaign whose Big Idea is based on logo recognition. McDonald's is the rare brand with such equity that it can easily accomplish this in America – and much of the rest of the world too!

- These will be discussed in class.

Intelligent participation in discussions is, as always, part of the grade.

- Professor may have the entire class work together or break into groups.
- It is possible that some of these will require students to render strategies into a tighter concept.

Hint: refer to Chapter 6: Generating Strategies and Ideas, especially pages 126-127.

OVERVIEW:

1. Look at the visual simile examples for McDonald's on page 126. (This powerful campaign was created by Leo Burnett, an agency you should know if you end up going into advertising.)
2. Create 10 more examples using things that look like the famous McDonald's "arches." Ideas might be a special offer/menu item or an organization/sponsorship ad that relates back to the visual.
3. Use brainstorming tactics and come up with as many ideas as possible in the time limit.
4. Then go back and pick your best 3 to execute tightly. Though you will still only be using pencil and paper, full awareness of layout, white space, hierarchy, etc. should be displayed.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex19](#) for directions about information due.

exercise 20

AIN'T IT THE TRUTH

OBJECTIVES

“Truisms are simply *life's truths*. Sometimes called human truths, these are “facts of life,” rather than hard, statistical facts and figures...Truisms can be blindingly obvious, deep, funny, sad, quirky, general, or specific – statements that *most* people would agree with, however meaningless they might appear at first.”

This exercise asks students to consider as many truisms as they can, then what to do with the best.

- These will be discussed in class.

Intelligent participation in discussions is, as always, part of the grade.

- Professor may have the entire class work together or break into groups.
- It is possible that some of these will require students to render strategies into a tighter concept.

Hint: refer to Chapter 6: Generating Strategies and Ideas, especially pages 136-139.

OVERVIEW:

1. Each individual student will write a list of **10 truisms**. Avoid famous quotes or clichés.
2. Then the class will share and discuss the work. Each student will pick their one favorite truism, avoiding any repeats in the class.
3. Finally, students will ideate how each of the truism picks could be used as a particular product or service.
4. Then extend students' final picks into campaign thinking by creating a **tagline** for each.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex20](#) for directions about information due.

exercise 21

THE EXAGGERATION TOOL

OBJECTIVES

“Whenever you get stuck on campaign ideas, try using the exaggeration tool...The tone is usually funny, absurd, surreal, or bizarre, but may be serious too.” However, remember “...exaggeration is often used in advertising because it usually starts from a *truth* (which is then exaggerated.)”

This exercise asks students to have fun exaggerating on demand to see what great advertising ideas might come from it. Coming up with taglines to crystallize campaign thinking will also be explored again. **Intelligent participation in discussions is, as always, part of the grade.**

- Professor may have the entire class work together or break into groups.
- It is possible that some of these will require students to render strategies into a tighter concept.

Hint: refer to Chapter 6: Generating Strategies and Ideas, especially pages 136-139.

Also, see Slack for examples

OVERVIEW:

1. After viewing multiple examples of exaggeration used in award-winning advertisements, students will be shown a specific brand of sharp kitchen knives.
2. Starting with “So sharp that...,” students will together come up with as many taglines as possible. Be edgy (literally)! Have fun! Remember the idea doesn’t need to involve people.
3. Pick your favorite lines/ideas (the one that you can write lots of ads to).
4. See if those ideas can transform into multiple ads under one campaign. Everyone, quickly (but tightly) sketch out ideas.
5. If so, students will then write a reduced, separate final tagline that can be used for all.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex21](#) for directions about information due.

exercise 22

YOUR FAVORITE BRAND

OBJECTIVES

Aside from practice speaking in front of a group, each student will describe their favorite brand, explaining in detail why they like it.

- Professor will remind students about how to engage a group by having a presence as a speaker, including skills like making eye contact, posture, and projection of voice. She will also help with getting nerves to calm down by explaining breathing and focus tricks.

Hint: refer to Chapter 13: Integrated, especially pages 264-266.

OVERVIEW:

1. After professor leads a discussion in class about brands and how/why loyalty is built, especially in 2023, each student will write down their 5 favorite brands.
2. Professor will then view each, guiding student to pick their absolute favorite.
3. Each student will then figure out in about 250 words, or 1 ½ minutes, what to say or explain about the brand and how it relates to them.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex22](#) for directions about information due.

exercise 23

BRAND COMPARISON

OBJECTIVES

Brand equity is built on a strong brand identity, which this project explores by evaluating two brands in class together. **Intelligent participation in discussions is, as always, part of the grade.**

Hint: refer again to Chapter 13: Integrated, especially pages 264-266.

PART 1:

Professor will break class into two groups. Each group will receive an established brand to research the following. Both brands will be from the same market, i.e. they are in competition with each other. The following questions will be answered using a computer to enter the information and easily share it when finished (probably Slack, but TBD):

1. What is the first thought that comes to mind when you think of the product/service and its brand?
2. What other images come to mind? (Be honest and imaginative.)
3. Would you say that overall the product/service has a strong brand image? If so, what is it? Is it positive or negative?
4. What emotions/feelings/memories do you and other people have when you mention the brand? And what about when they think about actually using the product/service?
5. Research and outline the product/service's history since it began. Include any interesting facts or insights.
6. Where is the product/service sold?
7. List as many competitors to your product/service as you can.
8. How are their brands different from yours?
9. How do you think the people behind the product/service see your brand? In your opinion, does it match how their competitors see them?
10. Could (and should) the product/service do more with its current brand image? Should it rethink the brand itself?

11. If appropriate, what is the one core value (promise/benefit) what the brand has?
12. Is their advertising currently reflecting the one core value accurately? If not, why not, and has it ever done so in the past?
13. What is the tone (of voice) of the current advertising? Do you think it's appropriate?
14. Who is the target group/market/audience?

PART 2:

Class will discuss which product/service has a more distinct brand identity. Depending on the product/service and its relevance to students, discussion may also include brand loyalty and brand equity.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex23](#) for directions about information due.

exercise 24

INTEGRATED ECOSYSTEM

FYI: The textbook has the Integrated chapter after the different media are covered; however, the professor would rather discuss comprehensive “Really Big Idea” first. (Remember the Print chapter was really more of an introduction to concept simplification and headlines.)

OBJECTIVES

“When an idea is translated into more than one form of communication or media (be it advertising, design, or both), it’s known as ‘integrated.’ In other words, it’s not just a big idea that translates within one creative area, it’s a big idea *realized* across many areas. Or put simply, a Really Big Idea.”

This exercise grows campaign thinking beyond a series of “print” advertisements into what the textbook calls an “integrated ecosystem.” We have been hinting at this since the very first exercise “What’s the Big Idea?” **When you have a Really Big Idea, it has lots of obvious “legs” that compose an integrated ecosystem.**

Intelligent participation in discussions is, as always, part of the grade.

Hint: refer again to Chapter 13: Integrated.

Also, consider watching [Project Re: Brief](#) again and/or exploring [Google’s Marketing Strategies](#) site.

OVERVIEW:

1. Professor will break class into two groups. Each group will pick (or be assigned) a classic print or TV ad/campaign from the textbook.
2. Both groups will first identify the Big Idea for both groups’ campaigns. Identification of target market(s) will also be discussed.
3. Using ideation techniques, each group will then consider how to extend the Big Idea into the Really Big Idea using digital and social tools (and anything else that comes up!).
4. Each group will present their ideas to the class. Discuss!

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex24](#) for directions about information due.

exercise 25

AMBIENT GUERRILLAS + KEEP ON GOING

OBJECTIVES

“The word *ambient* literally means ‘in the immediately surrounding area.’ By strict definition, therefore, ambient media ideas appear near or at the point of purchase. But as ambient has evolved, it (less strictly) refers to those ideas that appear in unexpected places – the most aggressive, invasive, and elaborate of which is guerrilla advertising, which are executed with or without permission.”

Hint: refer to Chapter 8: Ambient. Also, see Slack for examples

OVERVIEW

1. Professor will present the class with a product/service and its ad campaign.
2. Students will use the Keep On Going brainstorm technique from Exercise 2 to come up with as many ambient ideas to extend the campaign for the products/services as they can.
3. Present and discuss! :) **Intelligent participation in discussions is, as always, part of the grade.**
4. Repeat process with other products/services supplied by professor.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex25](#) for directions about information due.

exercise 26

YOUR 5 MOST MEMORABLE INTERACTIVE EXPERIENCES

OBJECTIVES

Most of the students enrolled in this class will have grown up with plenty of memorable interactive experiences that were part of a brand or a product/service under a brand. **Intelligent participation in discussions is, as always, part of the grade.**

Hint: refer to Chapter 9: Interactive.

OVERVIEW:

- Each student should think of at least 5 interactive experiences. Write them down and be ready to share in class and/or link to something on Slack.
- Of the 5, *at least* 1 cannot be gamification. For example, most of you will have Pokemon GO experience, which used both gamification (Exercise 29) and augmented reality (Exercise 30).

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex26](#) for directions about information due.

exercise 27

WEBSITE CATEGORIZATION

OBJECTIVES

This exercise helps students identify different website categories, as well as understanding how some sites may fall into more than one genre. **Intelligent participation in discussions is, as always, part of the grade.**

Hint: refer to Chapter 9: Interactive, especially pages 206-207.

OVERVIEW:

1. First, each student will pick their 5 favorite websites and share with the class.
Do not overthink this. Instead, what sites are you on A LOT? Also, this cannot be an app, nor social media. Think sites instead.
1. Professor will then show an example of each kind of site listed in the textbook (see list below).
2. Students will categorize their sites using the following list of website classifications.
If you are absolutely sure a site can fit under two classifications, that is allowed. It is also doubtful that all site classifications will be used.
 - **Brand Awareness Site:** represents an entire brand or sub-brand
 - **Microsite:** has a concept-specific theme and “vanity” URL
 - **Teaser:** for a teaser campaign, including a “vanity” URL
 - **Product/Service:** a site that is the product, e.g. Nike+
 - **Promotional:** offer-specific
 - **Unbranded:** semi-stealthily created by a brand, e.g., a pharmaceutical company’s site that provides a general awareness and information about a condition and the treatment options, rather than promoting one of their specific drugs. (Is this a Brand Action strategy?)
3. The class will discuss answers and see if all are in agreement.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex27](#) for directions about information due.

exercise 28

CREATE AN INTERACTIVE EXPERIENCE

OBJECTIVES

This exercise challenges students to create a digital interactive experience for an everyday object.

Intelligent participation in discussions is, as always, part of the grade.

“Interaction starts with an action from the brand toward the consumer: a prompt... an idea might arise from a particular action-reaction. In other words, the action (and the consequent reaction) is key to the concept.”

Hint: refer to Chapter 9: Interactive, especially pages 209-214. Also, see Slack for examples.

OVERVIEW:

1. First, each student will come up with a list of everyday objects (type of drink or article of clothing, etc.). Then with help from professor, each student will pick one of these and have no repeats in the class.
2. Next, think of all the ways you interact with it. Go through the five senses (see, smell, hear, taste, touch).
3. Now apply this to a digital interactive experience that would use a site, app, VR, AR, etc. Students will write/draw in their sketchbooks.
4. After discussing in class, the group will consider if any of the ideas can work for a particular brand's product/service.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex28](#) for directions about information due.

exercise 29

GAMIFICATION

OBJECTIVES

This exercise will revisit students' experiences with gamification of brands/products/services as an advertising interactive experience. **Intelligent participation in discussions is, as always, part of the grade.**

"From a creative standpoint, coming up with ideas for interactive (including games) should involve an equal amount of playfulness, inquisitiveness, and irreverence – all qualities that were mentioned at the start of this book."

Hint: refer to Chapter 9: Interactive, especially pages 216-218. Also, see Slack for examples.

OVERVIEW:

1. Together, the class will pick a brand that has yet to produce a gaming experience.
This may begin with a market to ensure the challenge is present. In other words, the more unlikely a market is to have a game, the more fun this exercise will be.
2. Using the Keep On Going ideation method, students will come up with as many ideas as possible. Each time Post-Its are edited/combined, a student will explain and refine the game idea.
3. Once three top ideas are picked, the class will consider if a Big Idea for an ad campaign would be possible from this. (= concepting backwards)

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex29](#) for directions about information due.

exercise 30

AUGMENTED REALITY

OBJECTIVES

This exercise is similar to the previous one, but discusses augmented reality instead. Though gaming and AR can go together, this exercise will stick purely to AR as an experience or to get the user to do something. **Intelligent participation in discussions is, as always, part of the grade.**

“From a creative standpoint, coming up with ideas for interactive (including games) should involve an equal amount of playfulness, inquisitiveness, and irreverence – all qualities that were mentioned at the start of this book.”

Hint: refer to Chapter 9: Interactive, especially pages 216-218. Also, see Slack for examples.

OVERVIEW:

1. First, students will discuss any AR they've experienced that was not tied into a game.
2. Together, the class will pick a brand that has yet to produce an AR experience.
3. Using the Keep On Going ideation method again, students will come up with as many ideas as possible to create an AR experience using a mobile device (phone, tablet, watch). Each time Post-Its are edited/combined, a student will explain and refine the AR idea.
4. Once three top ideas are picked, the class will consider if a Big Idea for an ad campaign would be possible from this. (= concepting backwards)

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex30](#) for directions about information due.

exercise 31

U.G.C. = SOCIAL CO-CREATION

OBJECTIVES

“Co-creators are essentially UGC [User-Generated Content] creators with an invitation from the brand. With the right tool(s) at hand, they are asked to apply their creative skills to help a brand produce new content or campaigns...The more that is required of the consumer (in terms of time and/or effort, the greater the incentive and pay-off must be.”

This exercise is similar to the previous two, but considers significant UGC as co-creation for the brand. This is so common nowadays that some of you may barely recall when it didn't exist.

Intelligent participation in discussions is, as always, part of the grade.

Hint: refer to Chapter 10: Social. Also, see Slack for links and examples.

PART 1:

1. First, students will discuss their best (or best stories of others') experiences with online co-creation in social media.
2. Together, the class will choose a brand and then think of an engaging co-creation idea that the brand “starts” and the consumer(s) must “finish” in the social media realm.
3. Using the Keep On Going ideation method again, students will come up with as many ideas as possible to answer this objective. Each time Post-Its are edited/combined, a student can explain and refine their idea.
4. Once one top idea is picked, the class will consider if a Big Idea for an ad campaign would be possible from this. (= concepting backwards)

PART 2:

5. Starting another Post-It note area, students will come up with co-creation ideas that the consumer “starts” and the brand “finishes” in the social media realm.
6. Students will use the Keep On Going ideation method again.
7. Once the top ideas are picked, students will consider if this works with or against the previous co-creation idea when the roles of the consumer and brand are reversed. They will also consider if it could work with the previous Big Idea discussed.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_ex31](#) for directions about information due.

self-evaluation

Fill out and Submit [this Google Form](#) (link also available on Slack channel #grfx3603_proj1_final).

Set aside **45 minutes to an hour** to complete this first Self-Evaluation over such a huge project. Use Free Grammarly (see syllabus or just Google it) to proofread your work.

The screenshot shows the first page of a Google Form. The title is "Self-Evaluation: PROJECT 1" with the course code "GRFX-3603 Fall 2023" below it. There is a grey progress bar and a cloud icon. A red asterisk indicates a required question. The form has two text input fields: "Email *" and "Your first and last name *". Below these is a paragraph of instructions: "These are intended for self-evaluation and clear articulation of motivations, influences, etc. on your work. Set aside 45 minutes to an hour to complete this." At the bottom, there is a "Next" button, a progress bar showing "Page 1 of 6", and a "Clear form" link.

The screenshot shows the second page of the Google Form. The title is "Self-Evaluation: PROJECT 1". Below the title is a green header section titled "PROJECT 1: Advertising Concept+Design Exercises". The main content consists of two paragraphs: "All of the following are in relation to Project 1's completion. The first section will ask about what challenged you in the project and how you will improve. The second section will ask about what you think you did the best on and how you will capitalize on this in the future. The last section is optional feedback." and "Remember the completion of this is part of the project's rubric. In other words, thoughtful answers are part of your project grade." Below this is another paragraph: "You should use (at least) the free version of Grammarly to check your words. You should also remember how to count to 3. When I say AT LEAST 3 sentences, I mean that each sentence is a complete sentence that uses words correctly to express a thought." At the bottom, there are "Back" and "Next" buttons, a progress bar showing "Page 2 of 6", and a "Clear form" link.

DUE > WHAT • WHEN • WHERE



See Slack channel [#grfx3603_proj1_final](#) for due date and time.