HAT

Age group)	Primary School, Grades 4 – 9		
Competen features		Proactive approach and creativity	Ability to shape ideas into plans and bring them to fruition	
Aims		 to cooperate to develop creativity to learn about the basics of effective advertising 		
Timing		45 minutes		
Location		indoors		
Resources materials	s &	 blackboard and chalks writing implements Worksheet: Hat (for each pair) sticky dots – 1 per pupil for each pair: off A3 sheet of paper off A4 sheet of white paper (to carry hat's designation) – 3 off A4 colour sheets meter of string sticky tape pins paper clips NB: Pupils may use their own items apart from the above. 		
Description				
Mał Nar Slog	Teacher writes on the blackboard beforehand: Making a hat Name for the hat – on card Slogan Company name			
2) Teacher splits his charges into pairs, passing the Worksheet (Hat) onto them, together with supplies (see Resources and materials). He explains: "You have 15 minutes to agree on what hat you are going to make out of the available materials. The shape and design is up to you; the only thing that matters is that it can be set on head and stay there for at least 30 seconds. Moreover, you need to give your hat a name and provide an advertising slogan to sell it. Also, make up a				

company name for you, the manufacturer. Once you are done, we will exhibit your products and select the winning design. For display purposes, please supply a card carrying your hat's name."

- 3) When the time is up, manufacturers will display their wares in exhibition area (to be set aside). Teacher gives every pupil a sticky dot; following all the presentations, they will use it to mark their favourite hat.
- 4) Each pair have one minute to present their company, hat, and slogan.
- 5) When attaching the sticky dot to the card with hat's name, manufacturers must not pick their own creation. The best design is announced and the winning pair congratulated on it.
- 6) With senior grades, teacher proceeds to the topic of effective advertising. First, he discusses with pupils which slogans they liked; next, he asks them to recall advertising slogans they know by heart (TV, radio, leaflets, on products bought regularly, etc.).

Teacher's resource – Examples of advertising slogans:

Just do it (Nike); I'm loving it (McDonalds); Think different (Apple); Everyone's invited (Samsung); The ultimate driving machine (BMW).

Once the pupils have come up with a few slogans they remember (regardless of what product they attach to), they will try to define what makes a slogan memorable, i.e., the underlying principles.

Teacher's resource – Slogan basics:

Slogans belong to advertising, and they have the same function as another means of promotion: to offer a product, highlight it, and sell it. It can be jocular, shocking, emotional, as long as it serves the main purpose. Slogan ought to

- be simple; its wording should be concise, with no verbiage
- contain an idea, say something meaningful; stay away from hackneyed phrases (e.g., high quality at low prices) or expressions like "best; super; hit, cheapest ..."
- be memorable
- appealing
- unique (referring to a specific product, company, brand name ...)
- use rhyming to facilitate easy recall

7) Teacher sets a new task: Pupils are to devise a new slogan to go with the winning hat design (alternatives are listed under *Risks and recommendations*). They have five minutes for it, after which they reveal their slogans.

Risks and recommendations	 At his discretion, teacher may wind up with asking the pupils to devise a slogan for the school, or their class, or assign the subjects taught to individuals who would try to promote them). <u>Teacher's resource - examples of possible slogans</u> Class that cannot be bought. You just have to be here! Grade 6B - when you need class. Simply classy. The Hilltop Primary. Where you belong. The nest school for your kids. English. Never get lost again. Count your beans. (math) Something you can rely on. (math) 	
Feedback	Questions for discussion: How did you do in this? Did you two analyze the task before tackling it, and how much? Were there any disagreements while you worked together? Did you split your roles in any way? What was most difficult? Which presentation and slogan did you like the best, and why? What made your task easier, and what made it more difficult?	
Application in classes		
Inspired by	This exercise is based on the Competency for Flexibility Manual created as part of the Competencies for the Labour Market project; RPIC-ViP Ltd., Ostrava, 2008. 120 pp. Other sources: CRHA, Ivan; KŘÍŽEK, Zdeněk. <i>How to write advertising copy</i> . 3. Praha: Grada, 2008. 224 pp. On the web: <www.gape.cz data="" file="" jak-psat-reklamni-text.pdf="">. ISBN 978-80-247-2452-2.</www.gape.cz>	
Notes		

Worksheet **HAT**

Manufacturing instructions





Your pair has 15 minutes to design and manufacture a hat, **using only the supplies made available to you**. The hat's shape is entirely up to you, but you will have to be able to wear it for at least 30 seconds.

Apart from making the hat, you need to **name it and create an advertising slogan** that will promote its sales.



Next, please come up with the **name of your company**, the manufacturer.

At the end, all products will be displayed, and the best one selected. That is why you need to supply a card carrying the name of your hat.

