

# Agricultural Science I

**Curriculum Guide:** *Introduction to Agricultural Business*

**Unit Objective:**

Students will demonstrate an understanding of a key marketing element of conducting an agricultural business by creating a newspaper or magazine advertisement.

**Show-Me Standards:** 3.5, CA7

**References:**

Advertisements for agricultural-related products and services, placed in locally available publications

Berger, W. *Advertising Today*. London: Phaidon Press, 2001.

Dru, J. *Beyond Disruption: Changing the Rules in the Marketplace*. New York: John Wiley & Sons, 2002.

Felton, G. *Advertising: Concept and Copy*. Englewood Cliffs, NJ: Prentice Hall, 1994.

*Introduction to Agricultural Business*. University of Missouri-Columbia, Instructional Materials Laboratory, 2001.

Marra, J. L. *Advertising Creativity: Techniques for Generating Ideas*. Englewood Cliffs, NJ: Prentice Hall, 1990.

Wells, W. *Advertising: Principles and Practice*, 3<sup>rd</sup> ed., Englewood Cliffs, NJ: Prentice Hall, 1995.

**Instructional Strategies/Activities:**

- Students will engage in study questions in lessons 1 through 5.
- Students will complete AS 1.1, Agricultural Businesses; and AS 4.2, Fixed and Variable Costs.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following locations: p. 8 (1, 2), p. 27 (8), p. 63, and p. 85 (6).

**Performance-Based Assessment:**

Each student will create a newspaper or magazine advertisement to promote a product or service related to his or her supervised agricultural experience (SAE). The ad will address the four basic points of an advertisement (draw attention, note product benefits, instill desire, and urge to action) in relation to a potential buyer.

The major focus of the assessment will be how well each of the four points of the advertisement is executed. Assessment also will address graphic elements, including illustration and design.

## **Introduction to Agricultural Business Instructor Guide**

**The instructor should assign the performance-based assessment activity at the beginning of the unit. Students will work toward completing the activity as they progress through the unit lessons. The assessment activity will be due at the completion of the unit.**

1. Each student will develop a newspaper or magazine advertisement to promote his or her SAE's product or service.
  - a. The student will identify a theme for the ad (i.e., the most appealing thing about the product or service that will help sell it to a potential buyer).
  - b. After identifying the theme, the student will compose an ad compatible with that theme.
  - c. Composing the ad should include writing the headline and body copy, drawing an appropriate illustration or including a photo, and designing a rough sketch of the ad (i.e., placement of headline, copy, and illustration).
  - d. Examples of rough sketches for print ads are included following the Student Handout.
  
2. The advertisement must address the following four specific message points in relation to the potential buyer:
  - Attention–Does the ad grab the attention of the potential buyer with the headline and/or illustration?
  - Product benefits–Are the benefits of the product or service evident to the potential buyer? Are they stated concisely? Are they relevant to the potential buyer? (What can this product or service do for the potential buyer? How can it improve the life of the potential buyer? Is the product or service worth the cost?)
  - Instilling desire–Does the ad create in the potential buyer the desire to possess the product or make use of the service? Is the message convincing? (Can the potential buyer visualize himself or herself using this product or service? Have the benefits been sufficiently described to convince the potential buyer he or she cannot do without the product or service?)
  - Action–Does the ad contain a strong, simple directive to produce an urge to action? Is the expected behavior obvious? For example, the ad should contain phrases like “clip the coupon,” “go to your nearest store,” or “call this number.”

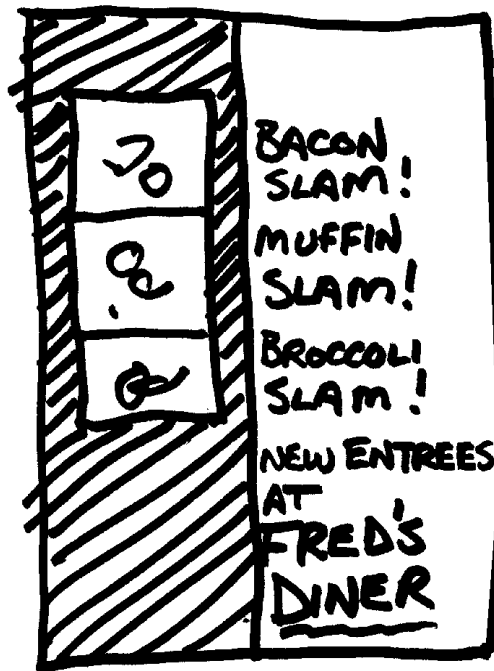
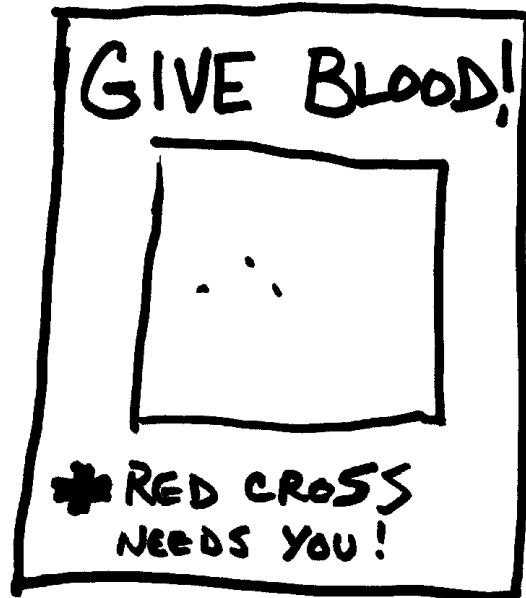
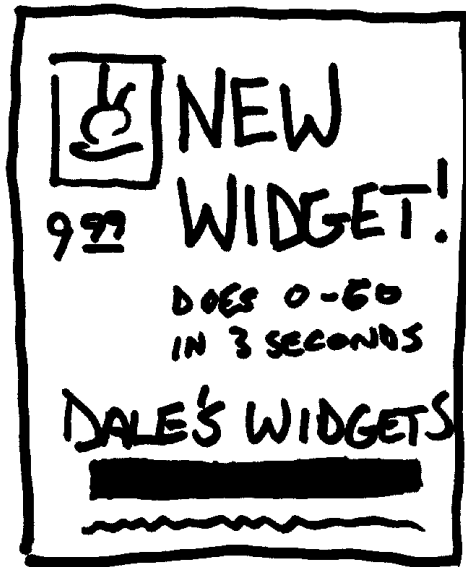
3. Assessment will address message quality in terms of the four points of an ad, the illustration, and the design.
  - a. Does the advertisement address all four points of an ad's function?
  - b. Is the illustration compatible with the message in the headline and body copy?
  - c. Is the ad designed clearly and simply, in such a manner that it helps convey the message and does not detract from it?

## Introduction to Agricultural Business Student Handout

1. Develop a newspaper or magazine advertisement to promote your SAE's product or service.
  - a. Identify a theme for the ad (i.e., the most appealing thing about the product or service that will help sell it to a potential buyer).
  - b. After identifying the theme, compose an ad compatible with that theme.
  - c. Composing the ad includes writing the headline and body copy, drawing an appropriate illustration or providing a photo, and designing a rough sketch of the ad (i.e., placement of headline, copy, and illustration).
  - d. Examples of rough sketches for print ads are included at the end of this handout.
  
2. The advertisement must address the following four specific message points in relation to the potential buyer:
  - Attention–Does the ad grab the attention of the potential buyer with the headline and/or illustration?
  - Product benefits–Are the benefits of the product or service evident to the potential buyer? Are they stated concisely? Are they relevant to the potential buyer? (What can this product or service do for the potential buyer? How can it improve the life of the potential buyer? Is the product or service worth the cost?)
  - Instilling desire–Does the ad create in the potential buyer the desire to possess the product or make use of the service? Is the message convincing? (Can the potential buyer visualize himself or herself using this product or service? Have the benefits been sufficiently described to convince the potential buyer he or she cannot do without the product or service?)
  - Action–Does the ad contain a strong, simple directive to produce an urge to action? Is the expected behavior obvious? For example, the ad should include phrases like “clip the coupon,” “go to your nearest store,” or “call this number.”
  
3. Assessment will address message quality in terms of the four points of an ad, the illustration, and the design.
  - a. Does the advertisement address all four points of an ad's function?
  - b. Is the illustration compatible with the message in the headline and body copy?
  - c. Is the ad designed clearly and simply, in such a manner that it helps convey the message and does not detract from it?



Sample rough sketches of advertising layouts:







# Agricultural Science I

## Introduction to Agricultural Business Scoring Guide

Name \_\_\_\_\_

Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Four Ad Message Points	Are the following message points in the ad? <input type="checkbox"/> Draws attention <input type="checkbox"/> Describes product benefits <input type="checkbox"/> Instills desire <input type="checkbox"/> Urges to action	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 2.5	
Headline and Illustration	<input type="checkbox"/> Do they draw attention?	Fails	Poor	Fair	Good	Excellent	X 3.75	
Product Benefits	<input type="checkbox"/> Are they concise and relevant?	Fails	Poor	Fair	Good	Excellent	X 3.75	
Instilling Desire	<input type="checkbox"/> Is the message convincing?	Fails	Poor	Fair	Good	Excellent	X 3.75	
Urge to Action	<input type="checkbox"/> Is the expected behavior obvious?	Fails	Poor	Fair	Good	Excellent	X 3.75	
Illustration	<input type="checkbox"/> Is it compatible with the headline and body copy	Fails	Poor	Fair	Good	Excellent	X 3.75	
Design	<input type="checkbox"/> Is it clear and simple? Does it help convey the message?	Fails	Poor	Fair	Good	Excellent	X 3.75	
<b>TOTAL</b>								

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**Final Assessment Total \_\_\_\_\_/100 pts.**

**Comments:**

