

Project 6

Creating Advertisements



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Advertisements persuade people to take specific actions related to a social cause or to pay for a product or service. This project will help you design and make an advertisement for a small business in your locality.

As a part of the project, you will be able to:

Explore different kinds of advertisements

Identify elements of an advertisement

Plan and prepare an advertisement

Design and make the advertisement



Figure 6.1: Advertisements are creative and fun ways of communicating messages

You have learnt about markets and their functioning in Social Science in the chapter on ‘Understanding Markets’ in Grade 7. You know that a critical part of the chain is ensuring that sellers can reach buyers. Advertising plays a very important role in completing this part of the chain. However, the role of advertising is not limited to simply selling a product or service; it is also a means of communicating important social messages.

Remember how you heard about a film that you wanted to see, a place you wanted to visit, something you wanted to eat or buy, just anything you wanted to do. Also, think about how you heard about campaigns, like the *Swachh Bharat Mission* or the polio vaccination drive. There are various ways of hearing about things from friends, family, books, magazines, newspapers, and social media – the list is long. Among this list are ‘advertisements’.

Advertisements are meant to persuade you to do something. For example, a board outside a small shop describing its products is intended to tempt you to enter; sometimes, this job is done by persons outside the shop loudly describing their products. Another example is posters or clips on television or radio that urge citizens to keep their surroundings clean, to vaccinate themselves and their children, or to avail different services provided by the government, such as small savings schemes. Thus, advertising can be of two broad varieties – commercial and social, depending on the message conveyed.



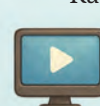
Did you know?

The first few newspaper advertisements in India appeared in 1780 in the Bengal Gazette.

In 1780, the first English language newspaper in India was published from Kolkata, known as *Bengal Gazette*. It was founded and edited by James Augustus Hicky. The Bengal Gazette was popularly referred to as Hicky’s Bengal Gazette. Figure 6.2 shows an advertisement for the well-known local hair oil ‘*Jabakusum*,’ which was published in the newspaper.



Figure 6.2: An advertisement from late 18th century



Historically, India had a system of informers who used to announce important messages by beating drums or *dhindora*, a practice popularly known as '*Dhindhora Pitna*' in Hindi (Figure 6.3). Also called town criers, they would act as advertisers, announcing important messages in villages and informing people of the arrival of merchants and the goods they were carrying. This practice is similar to that of a person announcing events or promoting products/services using with a loudspeaker, moving around the city on a bike, auto rickshaw or jeep.



Figure 6.3: Using a drum to draw attention and providing information

Some of these practices continue to date, for example, door-to-door vendors use bells or shout out phrases to inform people of their arrival and the goods they offer. You may have also seen hand-painted signboards and murals conveying promotional messages in marketplaces (Figure 6.4). Street performances like '*nukkad natak*' (street plays) and folk songs also increase awareness about products and services, and communicate social messages.

However, even today, many people rely on word-of-mouth advertising, especially owners of small businesses that run out of homes or workshops, small retail shops and street vendors. For example, people from a town you visit may say — 'Buy sweets from this shop, mangoes from that, and traditional crafts from there'. Community gatherings and events during festivals (e.g., *melas* or fairs organised for the sale of different products) are also used to advertise products and services so that word-of-mouth advertising spreads. However, word-of-mouth advertising does not always work and is usually limited to a specific locality. Suppose someone can offer products and/or services distant from their immediate locality. In that case, they should be able to reach more people and get the opportunity to state exactly what is unique about their product and why people should prefer it over other products.





Figure 6.4: Hoardings for advertisement in market place

While various media have been used for advertising, ranging from hoardings, flyers, brochures, and mass-messaging tools like radio and television, social media platforms have become popular for advertising products and services.

This project will help you explore how advertisements are made. You will design an advertisement to convey messages about products and services offered by local businesses that are an integral part of our culture and economy, for example, bakeries, tailors, *diya* sellers, bamboo craftsmen, and so on, to the larger community.



What will I be able to do?

By the end of this project, you will be able to:

1. Identify key elements of an advertisement.
2. Identify key selling points of a product or service.
3. Design and make an advertisement to sell a product/service.



What will I need?

To complete this project, you will need:

1. Stationery material, including basic art supplies, such as chart paper, markers, and glue for creating posters.
2. Computer/tablet with Internet connectivity.
3. Camera for capturing images and videos; if not available, you can borrow a smartphone from a teacher or parent.





How do I keep myself and others safe?

To ensure your safety and the safety of others while working on this project, you should:

1. Always inform a parent, guardian, or teacher before visiting a small business, and choose public and well-lit areas for interviews and interactions.
2. Respect the privacy and consent of small business owners when taking pictures or recording videos.
3. Be mindful of cultural sensitivities, and show respect towards the small business owners and their work.
4. Ethical advertising – It includes truthfulness, fairness and should be socially responsible. You should take care of the following:
 - (a) **Copyright:** Ensure that you use original content, or if using someone else's work (images, music, text), obtain permissions. Do not simply copy content from the Internet without mentioning the source. The process of copying content as such is called plagiarism.
 - (b) **Fake Advertising:** Never make false claims about a product or service. Your advertisement should reflect the real features and benefits of the product.
 - (c) **Cultural and Gender Sensitivity:** Avoid stereotypes or offensive content.



Internet Safety: Ask your teachers for help while using the Internet. Be careful not to upload or download anything without permission; and do not share personal information anywhere.



What do I need to know before I start?

Advertising is not just about selling a product or communicating a social message. The key elements of advertisements are storytelling, creating connections, and making an impact.

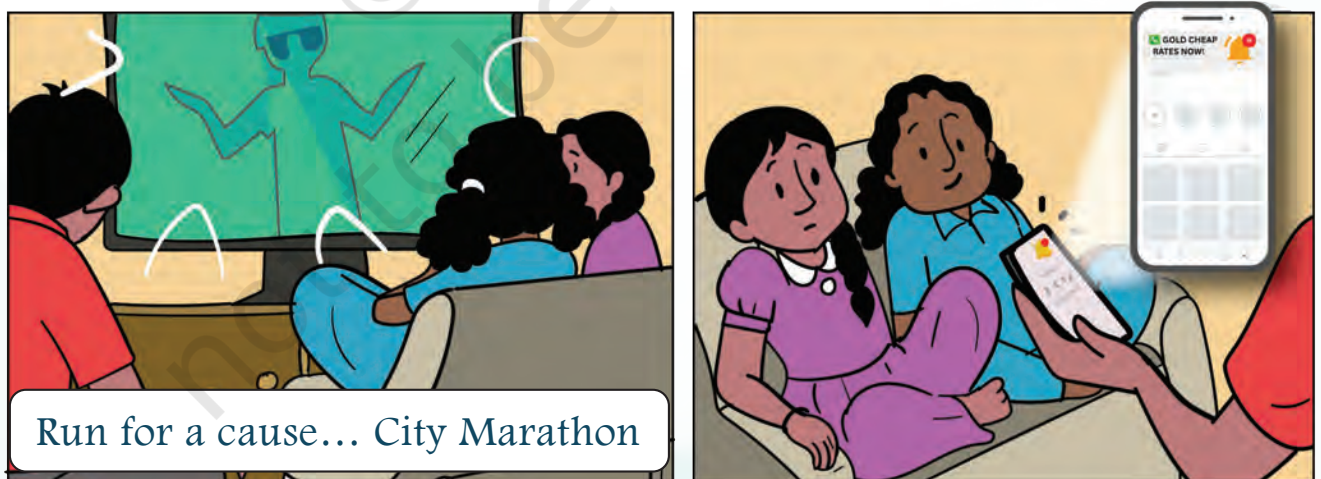
Before you start designing and making your advertisements, you must understand the key elements of advertisements.



Activity 1: Understanding types of advertisements

Meet Ruchi who lives with her grandparents, parents, and a younger sibling. Her best friend is Priti, whom she plans to visit today. The comic below shows how often Ruchi is exposed to advertisements in different mediums.





You saw a day in the life of Ruchi. How many advertisements could you identify in the description of Ruchi's day?



Categorise them in Table 6.1, also include examples of advertisements you see frequently in each of the categories.

Table 6.1: Record of examples of different categories of advertisements

Kinds of advertisement	Examples
Print (e.g., using newspapers, flyers, magazines)	
Social media (e.g., using social media platforms, e.g., Facebook, Instagram, X etc.)	
Advertising using radio, and television	
Outdoor advertising (e.g., displays on buildings, vehicles and public transport; billboards, posters)	

Can you count the number of advertisements you saw/heard today? Thus, we are surrounded by advertisements. Most of them have an impact on our choices in day-to-day life. Sometimes, we are not even aware of the influence advertisements have on us.

Activity 2: Elements comprising advertisements

Before exploring how advertisements are made, an important question to consider is, how do advertisements influence us should be known. Sometimes we are even persuaded to do something against our will (e.g., taking a COVID-19 vaccine even though most of us are afraid of needles)? And why do some advertisements become so much a part of our everyday life that we even start associating some things with them (e.g., we think of a product as soon as we hear a jingle)?

Advertisements are deliberately designed to be attractive and pleasing, thus enabling people to build associations. There is also an attempt to ensure people associate the product or service with a specific visual or phrase. This activity will help you explore the essential elements that make-up advertisements.



Logos and Taglines/slogans

A logo is a visual element, often a symbol or a combination of words and images, used to represent a brand or product. A tagline is a short memorable phrase that represents a brand or product.

Most often, logos and taglines/slogans are used across different advertisements of the same organisation or campaign to help people associate the products/services with them. For example, the logo of the polio vaccine campaign is shown in Figure 6.5. Note the change of tagline/slogans, while the logo remains the same.



Figure 6.5: Advertisement for polio vaccine campaign in different languages.

Creating a recognisable logo and using the same or similar tagline is part of ‘branding’, which can be understood as creating a unique identity for a product or service.

Think of advertisements you have seen, and respond to the following questions:

1. Which logo and tagline/slogan do you like and why?

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2. How many words does a tagline/slogan have?

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3. Write your favourite product’s tagline/slogan in the space below. Why do you like this tagline/slogan?

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4. Draw the logo in the space below—whatever you like or remember.



Visuals

Advertisements are generally eye-catching, colourful and attractive. Look at Figure 6.6 and understand what are the important visual elements in the picture.

You must have also noted that text is kept to a minimum (usually limited to taglines and slogans) and placed with care (e.g., text is distributed across the advertisement, and most of the visuals are visible)—this is also part of the visual design of advertisements.



Figure 6.6: Visual elements of an advertisement

Think of the advertisements you like, and respond to the following questions:



1. Which visual elements can you identify (e.g., human or animal figures, shapes, colour scheme, logo design, font used, change in light in case of a video, shadows)?

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2. Do the visuals convey a 'mood'? For example, happy, excited, adventurous, etc. If yes, how (e.g., location, expression of people, backdrop, colours)?

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3. Draw the visual elements from your favourite advertisement. What do you find interesting about these elements?



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Audio and Audio-Video advertisements: Music and jingles, and duration

Audio (e.g., on radio) or audio-video (e.g., on television, social media) advertisements are usually accompanied by striking music. Sometimes, jingles (short, catchy rhymes) are used to describe the brand in a catchy manner.

Just as a single poster can be used to advertise a product/service, the time used in audio-video advertising is short. This is because the person listening/seeing the advertisement does not get bored. You may even get irritated if the advertisement interrupts you while watching a film or a match.



Since time is short, it becomes essential that the logo, visuals, and jingle be created carefully.

Listen to any advertisement on the radio or see it on the television:

1. How long was the advertisement (note the time it starts and when it ends)?

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2. Was the time sufficient for you to understand the message of the advertisement?

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3. How would you describe the music and the jingles? For example, do they make you feel good, is it catchy and upbeat, or is it dramatic and makes you want to know what comes next?

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4. Does the advertisement have any dialogue? What do you think is the purpose of the dialogue?

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5. Write the jingles and play the music using the desk, pencil boxes, pencils, and any other 'instruments' you find.

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Connect to emotions

We tend to recall what touches our emotions—hence, advertisements are designed to connect to people’s emotions (Figure 6.7 and 6.8).



Figure 6.7: Advertisement designed to inspire young people to join the army



Figure 6.8: Advertisement that reminds us of road safety by emphasising that life is precious

Think of at least two of your favourite advertisements and respond to the following:

1. What is the ‘story’ in these advertisements? For example, are they about families, about people helping each other, or are they about friends? Do they introduce an interesting story about people? Do they make you aspire for something?

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Call to action

Every advertisement is meant to persuade people to do something. For example, some advertisements ask people to buy something, or do something for themselves or others. The call to action in advertisement ‘tells’ the audience what they are expected to do after seeing the advertisement (Figure 6.9).



Figure 6.9: Advertisements that inspire people to act, to go and cast their vote

Reflect on your learnings

Think of at least two of your favourite advertisements and respond to the following:

1. What is the call to action given by these advertisements? How is this call to action conveyed to you? Do both advertisements use the same or different strategies?

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In the advertisement below (Figure 6.10), identify the elements discussed so far: logo and tagline/slogan, visuals, connect to emotion, and call to action. Do you agree with the labeling? If not, discuss why?



Figure 6.10: An advertisement with different messages

Activity 3: Meeting an expert

You have explored advertisements on your own. It is time to meet an expert and learn more about advertisements.

Invite an expert from the field of advertising or marketing. This could be (i) a shopkeeper who is advertising in your neighbourhood by distributing pamphlets, putting up exhibitions, organising sales, etc.; (ii) a person who designs billboards and boards for shops; (iii) a teacher from a management and business school; or (iv) someone who works in advertising. Discuss what you have learnt with them? A few questions you can ask them are given below–these are examples; please add them to the list (or remove any questions you don't want to ask).

1. What, in your opinion, makes an advertisement interesting and easy to remember?

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2. Why is so much money spent on advertisements? What is the effect of advertisements on audiences? Please give some examples.

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3. How is the medium for advertising chosen (e.g., print, radio, television, social media)?

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4. What are the disadvantages or issues with advertisements?

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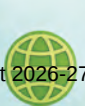
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Activity 4: Identification of client

To design and make an advertisement, a ‘client’ is needed. To identify a client, you must first list small businesses around the school—they may even be ‘in’ the school (e.g., a school, a stationery shop or a small outlet of a bank inside the school).

Once you have prepared this list, you need to decide amongst yourselves which group will approach which businesses. Follow the steps below to initiate the work towards developing an advertisement.

Step 1: Speak to classmates, teachers, and neighbours to identify local small business, such as bakers, tailors, *diya sellers*, toy makers, bamboo product makers, hairdressers, fruit and vegetable sellers, and so on near your school.



Step 2: Prepare a questionnaire for the prospective small business before meeting them. Please note:

- Before asking questions, greet them and provide a brief explanation of what you are trying to do. Request them to spare 20–30 minutes to interact with you. Visit with your teacher, parents, neighbour or any known adult with a rapport with the business owner.
- Before you dive into the questions, ensure that each member of the group has been introduced.

A few questions are given below—please add/change these questions as you wish.

1. What is the name of your chosen business, and what do they sell?

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2. Mention 2–3 reasons why you have selected this business.

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3. Has the selected business accepted the proposal for the marketing campaign? (Yes / No)

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If yes, write a simple contract with the business owner—both the owner and the entire group will have to sign the agreement. You can refer to the sample of the contract format in the box given in the following.



Contract

I, _____ (name of the owner) owner of/profession _____, hereby mutually agree to work with Grade 8 students from _____ school situated at _____ towards creating an advertisement for the stated business/product/service.

Agree on the following:

- Students can use photographs of the product/owner related to the business after approval from the owner.
- The owner will decide with students upon mutually agreed dates and time for getting information with respect to creation of advertisement.
- Students will share the progress and findings with the owner on a regular basis.
- Interaction between students and owner should be in the presence of teacher/parent.

Signature

(Name of the students)

Signature

(Name of the owner)

Activity 5: Understanding the small business

Once you have identified the business and the contract has been signed, you must learn more about the small business to create the logo and tagline that truly represents it. This will help you identify what to highlight related to the product and service. Remember, the advertisement must connect to emotions as well. Try to find some aspects of the making of the product, the setting up of the business, and the loyal customers—any aspect you feel will persuade the audience that this is a small business that they can trust.



You have learnt about interviews in your previous grade language textbooks. Use this understanding to interview the small business owner. Some questions are given below – please add or remove as needed.

Product/service related questions

Examples of questions you may consider asking the small business owner are given below.

1. What is the nature of the products/services you are offering?
2. Since how long have you been doing this work?
3. What is special about your small business or its product/service? What makes it unique?
 - (a) Is it the price that makes it unique?
 - (b) Is it the materials you use?
 - (c) Does the product last longer than other products from other shops?
 - (d) How does it compare to products/services offered by others?
 - (e) Does the owner provide delivery?
 - (f) Does the environment of the shop or office (e.g., cleanliness) make it different from others?
 - (g) Do you offer after sales service?
 - (h) Any other?
4. Which is the most selling product/service?
5. What is the price range of the product/service?



Customer (target audience) profile-related questions

1. Who usually buys this product/avails of the service? Specify the following:
 - (a) Age
 - (b) Location (distance from the shop/business)
 - (c) What are their areas of work?
 - (d) Have they ever given feedback on the product/service? If yes, what improvements have you made?

Based on the above, decide the form of advertisement. Use the examples in Table 6.2 to make your own choices.

Table 6.2: Factors affecting decision on the form of advertisement

Form of advertising	What can you do?	Cost/Resources required
Posters	Handmade poster/digital posters	Colours/paper, for computer – design software
Video advertisement	Make a video/Reel Act in the advertisement	Video making camera/ mobile phone
Lables/pamphlets/banner	Hand drawn/using computer	Paper/colours, for computer-design software

Activity 6: Designing the advertisement

Now that you have adequate information, it is time to start designing the advertisement. Remember, whatever the medium, some elements will remain common.

Discuss this amongst your group members and start filling in the table below. Remember, you have stated in the contract that you will share progress with the business owner. Keep in touch with them.



You will take decisions for each element of the advertisement. Use Table 6.3 to record these decisions and reasons for the same.

Table 6.3: Record your decision on the design of an advertisement

Element/ Consideration	Your decision	Any reasons for your decision
Logo		
Tagline		
Call to action		
Visuals		
Jingle (a reference to specific music if making an audio-visual advertisement—with due permissions)		
Creating emotional connect		
Target audience— who is the advertisement meant for?		

Medium for making the advertisement

We have discussed that advertisements can be made using various mediums, for example, print, audio, audio-visual.

Whatever medium you choose, some elements will remain the same. If you think of a print advertisement and a television advertisement for the same product/service (e.g., advertisement for polio vaccination or for Incredible India/Atulya Bharat), the logo, tagline and call to action remain the same. With the change in medium, it is possible for elements to be showcased in different ways. For example, in a video, the logo can appear suddenly and the tagline can be shown like a ticker tape; however, in print, they will stay in the same position.

But, whatever the medium, the key messages conveyed by the advertisement will remain the same.



Try more than one medium for creating an advertisement - it will be interesting to compare the two, once you are done.

Advertisements without using technology

Poster advertisements

Posters are the simplest form of advertisements, which play a decisive role in conveying the message at a glance. Refer to Table 6.3 to develop the advertisement.

The following questions will help you think through the advertisement.

1. What will be the title of the poster? Write a title, which will immediately grab the attention of the viewers.

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2. What will be the visual elements in the poster? List the visuals that would support the message.

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3. If you are using photographs, where will you get them from? Do you need to attribute them to someone?

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4. How will you establish an emotional connect?

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5. What will be the colours and design elements in your poster? Think how you can make your poster eye-catching by adding relevant colour and design elements.

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6. Considering the above criteria, sketch the layout of the poster in the space below.



Digital advertisements

You have already designed an advertisement for a poster. Replicate the poster using technology. You may use tools like MS-PowerPoint or Canva.

What were the differences between making a poster by hand and using digital tools?

Animated advertisements

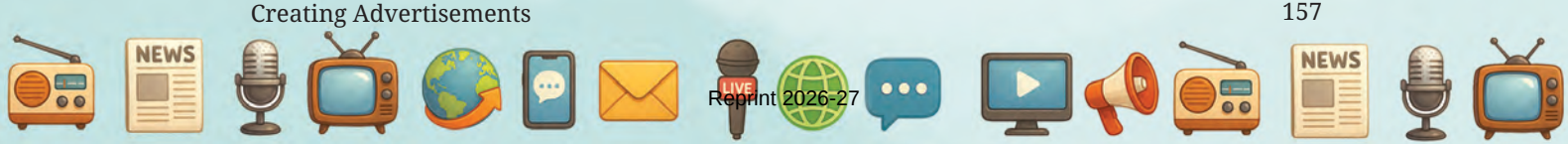
You can make advertisements using technology that either uses animations or record videos to create advertisements.

While most elements will remain the same, as you noted in Table 6.2, certain new elements will also need to be considered, such as:

1. Music and sound

What background music or sound effects will you include to make your advertisement appealing?

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2. Scriptwriting

Write the dialogue, voiceover, or narration for your advertisement. If there is no dialogue, explain what will happen in each part.

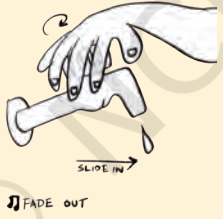
(For example, “Do you know we waste gallons of water daily? Imagine the impact on our future.”)

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3. Storyboard

Draw a rough sketch of the key frames of your advertisement in Table 6.4. Note the action or text that will appear in each frame. Some examples are indicated in Table 6.4; these are simply examples—please choose your own theme.

Table 6.4: Record key frames of an advertisement

Frame 1	Frame 2	Frame 3	Frame 4
			
Do you know how much water we waste every day? (Music fades in)	Small changes can make a big difference. (Frame slides in from the left, music fades out)		

4. Design and animation

(a) Which elements will you use?

- Text
- Images/Illustrations



- Backgrounds
 - Animations
 - Jingles
 - Music/Sound effects
 - Any other element
- (b) What type of animation will you apply to the text or images? (e.g., fade in, zoom, slide)
- (c) Will you use the animation to develop an emotional connect? If yes, how?

Activity 7: Review

Before sharing the advertisement with the small business owner, it is essential to review it and ask others to take a look and give feedback.

A few criteria are given below–please add to these:

- **Creativity:** Is the advertisement unique and engaging?
- **Clarity of message:** Are the tagline and call to action easy to understand? Does the advertisement clearly communicate the product's or service's benefits?
- **Visual appeal:** Are the visuals attractive and aligned with the theme?

Now, share the final advertisement with the small business owner. You can ask them the following questions:

1. Would you use this advertisement for your business? If yes, why? If not, why not? Note their response.

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What did I learn from others?

- What are the three things you learnt about what small business owners in the community think about advertising?
- Did you apply any learning from other subjects to this project? If yes, briefly describe what and how.



What did I do and how long did it take?

It is important to understand how much time is required for an activity to be completed.

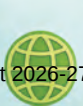
Calculate the approximate number of hours you spent on each activity. Mark them on the timeline below. If you did more than the activities suggested in the book, please add the number and time taken.

Activity	1	2	3	4	5	6	7
Time taken (Periods)	---	---	---	---	---	---	---



What else can I do?

1. *Nukkad natak* or street plays are a powerful way of advertising social causes. Identify a social cause, something that is related to your locality. It could be a need to generate awareness (e.g., maintaining cleanliness, increasing enrolment and attendance in schools) or to remind the community of reasons to take pride in their culture and heritage. Identify the key elements of what you want to convey and develop a script around these and the key messages.



2. Search for advertisements that are written in Braille. You can also search for video advertisements using sign languages. Observe your surroundings - do you see signages for *divyangjan*?



Think and Answer

1. Did you enjoy doing this project?
2. What did you like doing?
3. What would you do differently next time?
4. Since advertisements are a powerful way of persuading people to do something, what are the responsibilities of the persons making advertisements, and what are the rights of the audience?
5. Examples of jobs related to the work you did are marketing, graphic designing, public relations, and social media management. What are the other kinds of work that are related to advertising? Look around, speak to people and give examples.

