TEACHER NOTES:
DESIGN AN AD
COMPETITION

Term 1-2, 2020
Brainstorm ideas, be persuasive and be creative as you ‘Design an Ad’ for a real company!

WIN

- Each participating company will select two primary and two secondary winners who will each receive a $100 cash prize.
- Winning students might also have their advertisement published in a special edition of The West Australian’s ED! Magazine in August.

Winners will be chosen based on creativity and originality.
Entries close July 3.

Design an Ad for one of these participating companies!

- Caltex
- Crunch&Sip
- RAC
- Food Bank
- Awesome
- Fremantle Prison
- SunSmart

English Media Arts TERMS 1-2 YEARS K-12
Advertising
- the art of persuasion.
Publicity, promotions, ploys and promises

PERSUASIVE TEXTS IN THE MEDIA
Every day we are bombarded with images and information ‘selling’ products and messages – from what to buy and how to look, to what to watch and what to do.

Now more than ever, young people are the target audience, so it is essential for them to be ‘ad aware’.
Help your students to recognise and decode ads and tactics, and develop their critical and media literacy skills with the ‘Advertising – the art of persuasion’ pack.

Using real advertisements and providing opportunities for critical analysis, this pack will enrich student understanding through an integrated curriculum approach.

- Examine current advertisements and promotional campaigns with daily copies of The West Australian for two weeks.
- Investigate and analyse various forms of advertising.
- Examine persuasive language, purpose, audience and layout in the context of advertising across a variety of media forms including print, broadcast and digital.
- Explore the tricks behind selling products and messages, enabling students to become more discerning and critical consumers.
- Enable students to use their skills to create ads for real companies by entering Media Education’s Design an Ad competition.

INCLUDES:
- 35 student workbooks (two versions available: choose from Years 3-4 or 5-6).
- Weekday deliveries of The West Australian for two weeks.
- Comprehensive teacher notes with explicit links to the WA Curriculum.

LINKS TO WA CURRICULUM
With integrated links to HASS, English and Media Arts, ‘Advertising – the art of persuasion’ is a springboard for meaningful exploration of:

- English
  Examining and interpreting texts in context, including opinion, fact and informative and persuasive texts.
- Media Arts
  Critical analysis of the codes and conventions of media such as using images and text to convey a message, decoding and creating media forms.
- HASS
  Economic concepts such as needs and wants, goods and services and factors that influence purchasing.

Dive deeper
These resources are the perfect way to support your students’ understanding of advertising and persuasive texts, enabling them to create more effective ads for the Design an Ad competition.

ONLY $25!

ORDER NOW!
media education
INTRODUCTION

Students are invited to ‘Design an Ad’ for a real company for their chance to win great prizes and have their work published in The West Australian’s ED! Magazine.

These teacher notes focus primarily on print advertising to prepare students with the skills to enter this year’s Design an Ad competition.

Real purpose and audience
We have partnered with eight reputable companies, so students can design their ads with a real purpose and audience in mind, based on each company’s respective advertising briefs.

Furthermore, winning students have the opportunity to have their entries published in The West Australian’s ED! Magazine.

WA Curriculum-linked
The competition is open to primary and secondary students in WA schools.

With links to the WA Curriculum: English and Media Arts, this competition is a great way to explore persuasive texts and the language of advertising with your students.

Support materials
Please read these teacher notes carefully, or visit https://mediaeducation.com.au/competitions/ for further information.
COMPETITION INFORMATION

Prizes
Each participating company will select two primary and two secondary winners, who will each receive a $100 cash prize. Winners will be chosen on creativity and originality.

Winning students might also have their advertisement published in a special edition of *The West Australian’s ED! Magazine* in August.

How to enter
Students must read the advertising brief for their chosen company, and follow their guidelines (see Appendix 2).

Student entries must be:
• the student’s own original work.
• designed as two dimensional print ads (eg hand-drawn, painted, computer generated).
• A5 in size (148mm X 210mm). This is half of an A4 sheet of paper.
• scanned at minimum of 300 dpi
• portrait OR landscape in orientation.

Please note that entries must be submitted online, via the competition website.

Entries close Friday July 3.

Competition rules
• To enter the Design an Ad competition, entrants must upload their artwork at [https://mediaeducation.com.au/competitions/](https://mediaeducation.com.au/competitions/) within the promotional period. Entries must be scanned and uploaded via this website. No alternative methods of entry will be accepted.
• Entrants must include details such as to reasonably identify themselves (including name, school, email address, phone number) so that they may be contacted if they are chosen as a winner.
• Image file names must be in the following format:
  o SCHOOL NAME-YEAR LEVEL-STUDENT NAME-UNIQUE NUMBER
  o eg BunburyPS-Yr5-RobertSmith-1.jpg
• Multiple unique entries from individual students will be accepted.
• No joint entries will be accepted.

Please refer to the full Terms and Conditions on the competition website for further information.
Advertising – the art of persuasion
Teachers can also order these resources, which include student workbooks and delivery of The West Australian for two weeks.

These resources are ideal for those teachers wanting to explore the topic of advertising in more depth. Help your students to recognise and decode ads and tactics, and develop their critical and media literacy skills.

The packs are designed for Years 3-4 and 5-6, although they could be adapted for other year levels. With integrated links to HASS, English and Media Arts, these resources are a springboard for meaningful exploration of:

- **English** – Examining and interpreting texts in context, including opinion and fact, and informative and persuasive texts.
- **Media Arts** – Critical analysis of the codes and conventions of media such as using images and text to convey a message, decoding and creating media forms.
- **HASS** – Economic concepts such as needs and wants, goods and services, factors that influence purchasing.

The daily activities are linked directly to the content in the newspaper. Using real advertisements and providing opportunities for critical analysis, this pack will enrich student understanding through an integrated curriculum approach.

- Examine current advertisements and promotional campaigns with daily copies of The West Australian for two weeks.
- Investigate and analyse various forms of advertising.
- Examine persuasive language, purpose, audience and layout in the context of advertising across a variety of media forms, including print, broadcast and digital.
- Explore the tricks behind selling products and messages, enabling students to become more discerning and critical consumers.
- Enable students to use their skills to create ads for real companies by entering Media Education’s Design an Ad competition.

For further information and to see sample pages, visit our website:
ORDER THE WEST FOR YOUR CLASS

Your students’ understanding of print advertising – and your classroom program – will be enhanced by allowing students to use the newspaper to access, cut, collect, sort, compare, interpret and analyse the advertisements contained within.

Newspapers are also a great way to enable you and your class to follow current events, and to support teaching and learning related to the WA Curriculum: Media Arts.

The Media Education team has a range of extremely affordable offers for schools, enabling you to receive copies of The West Australian for your class.

You can place an order to receive a class set* delivered to your school at these low flat-rates!

<table>
<thead>
<tr>
<th>Order a class set of:</th>
<th>Single delivery</th>
<th>Weekly</th>
<th>Term</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>The West Australian</td>
<td>$15 per day</td>
<td>-</td>
<td>$45 per day for the entire school term</td>
<td>$90 per day during the current school year</td>
</tr>
<tr>
<td>The Weekend West</td>
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<tr>
<td>The Sunday Times</td>
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<tr>
<td>The West Australian</td>
<td></td>
<td>$25 (Mon-Fri)</td>
<td>$170 (Mon-Fri)</td>
<td>$375 (Mon-Fri)</td>
</tr>
</tbody>
</table>

Please contact visit school newspaper subscriptions for further information.

*Conditions apply. A class set is up to 35 copies (minimum quantities apply). Newspapers must be delivered to schools within The West Australian’s delivery network. Offer only valid during school terms.
WA CURRICULUM LINKS

**English (v8.1)**

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strand</th>
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<tbody>
<tr>
<td>Language</td>
<td>Language variation and change</td>
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<td></td>
<td>Language for interaction</td>
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<td>Text structure and organisation</td>
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<td></td>
<td>Expressing and developing ideas</td>
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<tr>
<td>Literature</td>
<td>Responding to literature</td>
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<tr>
<td>Literacy</td>
<td>Texts in context</td>
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<td></td>
<td>Interpreting, analysing and evaluating</td>
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<td></td>
<td>Creating texts</td>
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</tbody>
</table>

**The Arts: Media Arts**

<table>
<thead>
<tr>
<th></th>
<th>Years K - 6</th>
<th>Years 7 - 10</th>
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</thead>
<tbody>
<tr>
<td>Making</td>
<td><strong>Ideas</strong>: Exploring ideas and</td>
<td>Media languages</td>
</tr>
<tr>
<td></td>
<td>improvising ways to represent ideas</td>
<td></td>
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<tr>
<td></td>
<td><strong>Skills</strong>: Developing skills and</td>
<td>Representation</td>
</tr>
<tr>
<td></td>
<td>processes</td>
<td></td>
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<tr>
<td></td>
<td><strong>Production</strong>: Sharing the arts</td>
<td>Production</td>
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<td></td>
<td>through performance, presentation or</td>
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<tr>
<td></td>
<td>display for an audience</td>
<td></td>
</tr>
<tr>
<td>Responding</td>
<td>Responding to and interpreting the</td>
<td>Analysing and reflecting on</td>
</tr>
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<td></td>
<td>arts</td>
<td>intentions</td>
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<td></td>
<td></td>
<td>Audience</td>
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**Humanities and Social Science (HASS)**

<table>
<thead>
<tr>
<th></th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Economics and Business</td>
<td>Wants, resources and choices</td>
</tr>
</tbody>
</table>

**WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE) LINKS**

The Design an Ad competition can also support a number of WACE courses for Years 11 and 12. These include:

- English
- Media Production and Analysis
- Visual Arts
- Design
- Business Management and Enterprise
- Creative industries (VET)
TEACHING IDEAS

Introduction
Following are some suggestions for classroom activities which may help your students complete winning ad designs.

Introducing the competition, getting to know the ‘clients’ and their purpose

- Ask students to name some of their favourite ads they’ve seen on TV or heard on the radio. Why are these ads memorable?
- Discuss places where students might have seen printed ads (billboards, backs of buses, pamphlets, newspapers etc).
- Look through advertisements which appear in The West Australian or online, at www.thewest.com.au. You can use this as an opportunity to talk about:
  - What are some similarities and differences between print/radio/TV advertisements?
  - Why might organisations want to run a display (print) ad, as opposed to radio or TV ad?
  - What are some common features of print ads?
  - What makes a ‘good’ ad/what makes a ‘bad’ ad?
  - Other than products, what other things are advertised? (eg. health messages, events, warnings etc).
- Complete a think – pair – share activity: choose a few sample ads and get students to think about the purpose of each ad. Ask:
  - What does each ad want you to DO, THINK, or UNDERSTAND?
  - How can you tell?
- Introduce the Design an Ad competition and explain that students will be designing a display (print) ad for a real company. Show students the logos of the ‘client’ companies. Do they recognise any of the logos? Very briefly discuss what each organization does. Can students guess what each organization might want to advertise?
- Give students an opportunity to read through the ad design briefs for each organization and choose the one they want to design an ad for. Allow students some time to look through their chosen company’s website and any other links provided in the design brief.
  - To help focus students on the intended purpose of the ad that they need to design, you can ask students to complete the following sentence: “My chosen organization wants people who see my ad to...” (Explain what the ad is intended to make the audience do, think or understand.)

Thinking about ‘target audiences’

- Brainstorm a list of different ways that people can be categorised (eg. by sex, age, family status, lifestyle) and discuss the things that might be important or interesting to people who belong in these different groups. Also consider what the different groups of people might be worried about.
- Discuss how people across the different groups may have different needs and wants. You can ask students to discuss how a tradesperson and an athlete may be looking for different things when buying shoes and complete a Venn diagram. Explain that advertisers try to appeal to people’s wants, needs and fears by choosing images and words which might attract the interest of their desired target audience.
- Get students to look through examples of different ads, and try to identify whose attention the ads are trying to grab, and why.
  - “This ad may attract the attention of someone who wants/needs ____________________________ (eg. to fix something, to go on a holiday, to have a party, to get healthy etc) because ____________________________”
  - “This ad may attract the attention of someone who is worried about ____________________________ (eg. becoming overweight, not having enough money etc) because ____________________________”
• Direct students to review who is the specified target audience in their chosen design brief, and then in groups complete a table:

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Responses</th>
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</thead>
<tbody>
<tr>
<td>Company:</td>
<td></td>
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<tr>
<td>Target audience:</td>
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<tr>
<td>What this target audience might need/want:</td>
<td></td>
</tr>
<tr>
<td>What this target audience might be interested in:</td>
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<tr>
<td>What this target audience might be worried about:</td>
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<tr>
<td>Images that might attract the attention of this target audience:</td>
<td></td>
</tr>
<tr>
<td>Words that might attract the attention of this target audience:</td>
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</tbody>
</table>

**Advertising strategies**

• Explain that advertisers use a variety of methods to get consumers to buy their products or persuade people to do (or to not do) something. Lots of times, they are selling a lifestyle, or an image, rather than the product.

• Show, explain and create a list of different strategies used by advertisers. Several different examples are provided here: [https://teachingtools.ophea.net/sites/default/files/pdf/ibl_guide.pdf](https://teachingtools.ophea.net/sites/default/files/pdf/ibl_guide.pdf). Students can look through advertisements featured in *The West Australian* and online to see if they can find any which fit into the categories identified. If they can’t find an ad that fits one of the strategies, ask them to suggest what the strategy for that ad is.

• Encourage students to think about their ad for the Design an Ad competition, and come up with at least three different ways they could create an ad for their chosen company, each using a different advertising strategy.
Choosing images

- Talk about what is meant by the phrase ‘a picture paints a 1000 words’, and why images in advertising are an important tool that communicates meaning. Get students to cut out 10 ads from The West Australian and order them according to which images they find most appealing/powerful to least appealing/powerful and discuss their reasoning. You could also challenge students to come up with different ways to categorise the images.

- Get students to circle the picture of the actual product that is advertised (or, for services, a picture of the service being provided). Discuss:
  - Why do you think the picture was taken from this angle? Would there be any pluses or minuses of including the photo of the product (or service being done) from a different angle?

- Next, get students to focus on all other images that are included in the ads. What are these images of? Are they photos? Illustrations? Symbols? What are these different images making us think, feel or understand?

- Ask students to brainstorm a range of images they could use for their ad. Discuss:
  - If students are planning to create an image themselves, in what different ways can they create it? eg. painting or drawing by hand, on a computer or tablet using a drawing app, using a pencil/crayon/marker etc.
  - If students are going to take a photo, what sort of shot will it be? What sort of lighting will they use? What will they include in the background?
  - If students are going to use an existing photo from online, is the image copyright free, or do they have permission to use the image?

This is also a good time to start talking to students about different elements of composition, for example the rule of thirds: https://www.photographymad.com/pages/view/10-top-photography-composition-rules.

- Remind students they that they need to be thinking about how the image they come up with will appeal to their target audience.

- Have students refer to the ‘Use of corporate images’ guidelines on each company’s brief to see if they can use images from their website.

Writing copy

- Choose several advertisements and examine the text they contain. Discuss:
  - Which words or phrases stand out most?
  - What sort of information does the words in the ad provide?
  - Are there any words which seem particularly powerful? Why?
  - What tense is the ad written in? How much punctuation is used? What is the average length of a sentence?

- Explain that almost every single ad will have a headline and body text. The purpose of the headline is to grab attention, and these can be formulated in different ways, eg:
  - Benefit: this makes a direct promise of something to the reader
  - Provocation: this aims to arouse curiosity, eg through inclusion of an interesting fact or observation
  - Information: this announces some news or other detail about a product
  - Command: this instructs you to do something
  - Question: this asks you to think
  - Humour: this plays on words or is otherwise funny

Get students to circle some ad headlines, and see if they can match them to any of the categories above, then challenge them to re-write the headline in a different way.

- Before students start writing their ad, get them to review the main message that their ad has to communicate and remind them that the words in the ad will need to appeal to the target audience. Give students time to work on writing the headline and body text for their ad, reminding them to keep the writing short, clear and easy to understand. Once they have drafted up the text, they can give it to a friend to proof read, check for understanding and to see if they can spot any ‘unnecessary’ words.
Perfecting the ad

- Once students have decided on what image/s and text they will use, get them to put the two together and try out a range of different layouts and colours.

- Review the earlier discussion about what makes a ‘good ad’ and ‘bad ad’. You can examine the sample ad layouts ‘common layout mistakes’ in Appendix 1, or direct students to look through a range of advertisements in The West Australian and comment on what they like/don’t like about the ad layout, colours and fonts.

- Encourage students to ‘test’ their design drafts by showing their ad to someone from their target audience, to see which ad they think is most effective.

- Before submitting their ad entry, make sure that students scan their ad at a minimum resolution of 300dpi and save the file in the following format:
  - SCHOOL NAME-YEAR LEVEL-STUDENT NAME-UNIQUE NUMBER
  - eg BunburyPS-Yr5-RobertSmith-1.jpg
CHOOSE A CONE, SAVE THE PLANET

Don’t just choose your flavour, choose how it will be served to you.

Every day around the country icecream shops serve up their treats in paper cups with plastic spoons.

These go to landfill, and add to our environmental problems.

By simply asking for a cone instead of a cup, you will help contribute to reduced waste, and less need to produce those items.
THE MAIN MESSAGE IS VERY CLEAR

Layout looks balanced and is appealing.

Colours in the image match the colours of text and text boxes.

Various features are aligned with each other.

It is clear who this ad is for.

The image draws your attention.

This ad doesn’t use too many different fonts, font colours or text styles.

© Seven West Media Education 2019
COMMON LAYOUT MISTAKES

Does the main message stand out or catch your eye?

Sometimes, using blank space can be very effective. In this case, however, the empty space at the bottom of this ad has no elements that balance the top.

Text alignment also matters – is it easy to read this in such a skinny column? Is it the best use of space?

Who is this ad for and how do I contact them?

There are too many different font types used...

Don’t overuse design elements like clip-art.

Too many formatting features like underlining and italics.

Sometimes, it’s good idea to avoid too many ‘clever’ features, such twisting text or images at an angle – although at other times, it might work!

The colours used here clash and are not attractive.

Why so small?

© Seven West Media Education 2019
ADVERTISING BRIEFS:
DESIGN AN AD
COMPETITION

Term 1-2, 2020
Advertising Brief: AWESOME

OBJECTIVE
Design an advertisement encouraging families to attend the AWESOME International Arts Festival for Bright Young Things in the October school holidays.

TARGET AUDIENCE
Children 0-12 years old and their families.

BACKGROUND
AWESOME engages with young people under 12 through exciting, inspiring, accessible and challenging arts activities and programs. AWESOME presents the annual AWESOME Festival in Perth and the Creative Challenge education program across WA. The AWESOME International Arts Festival for Bright Young Things showcases the best and latest contemporary arts from around the world. Presented every October, the AWESOME Festival presents amazing, high quality arts activities and events for young people. The program includes new media, film, animation, contemporary dance, sculpture, installation and theatre.

ESSENTIAL ELEMENTS
Your advertisement should be bright and eye-catching. You must include:
- The AWESOME logo
- The Festival dates – 28 September – 4 October 2020
- Website: www.awesomearts.com
- Include the hashtag #2020AWESOMEFestival
- Lots of bright colours!

Branding Instructions:
- AWESOME must be written in capitals when referring to the company
- The event must be referred to by either its full name, ‘The AWESOME International Arts Festival for Bright Young Things’, or its short name, ‘The AWESOME Festival’

FURTHER INFORMATION
You can check out the AWESOME website for further information: www.awesomearts.com

USE OF CORPORATE IMAGES
Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below. However, students are strongly encouraged to compose their own images through photography or artworks.

We have uploaded a number of images for you to use in your ad – find them here: www.awesomearts.com/designanad
Advertising Brief: Caltex

OBJECTIVE
Design an advertisement that encourages young drivers to consider filling up their cars with premiums fuels.

TARGET AUDIENCE
Young people who have just started driving their own car.

BACKGROUND
Vehicles are a major source of emissions, but using cleaner fuels will help reduce Australian greenhouse emissions over time. That’s why we’ve invested $500 million in upgrading our refineries to produce fuels that are lower in sulphur and benzene, and account for some of the cleanest fuels in the world.

Whilst we are waiting for the evolution of alternative energy sources premium fuels are a friendlier option on the environment.

Young drivers are least likely to choose premium fuels due to cost and the type of cars they are driving.

ESSENTIAL ELEMENTS
- Caltex Logo
- Premium Fuels
- Responsible Corporate Citizens

The advertisement should also address the below key factors:
- Type of Car
- Environmental impact
- Cost of choosing Premium Fuels over standard fuel.

FURTHER INFORMATION

USE OF CORPORATE IMAGES
Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below. However, students are strongly encouraged to compose their own images through photography or artworks.

Due to copyright reasons, images from the Caltex website cannot be used in the competition.
Advertising Brief: Crunch&Sip®

OBJECTIVE
Crunch a rainbow! Design an advertisement encouraging children to eat a colourful variety of vegetables and fruits and drink water every day for Crunch&Sip®.

TARGET AUDIENCE
School-aged children, both primary and secondary.

BACKGROUND
Eating plenty of vegetables and fruits in all the colours of the rainbow will give you a great mix of the vitamins and nutrients needed for good health.

Crunch&Sip® is a break during class time for students to eat vegetables or fruit and sip on water throughout the day. It is a great opportunity for students to get an extra serve of these essential food groups into their diet, is healthy, tasty, and refuels the body and mind, assisting with concentration and learning.

It is recommended that primary school children eat 4 ½ -5 serves of vegetables each day but only 6% of Australian children are achieving this target. With this in mind students are encouraged to bring vegetables from home to eat during Crunch&Sip®. Students can crunch on carrot sticks, celery, capsicum, sugar snap peas, cucumber or a different vegetable of their choice.

ESSENTIAL ELEMENTS
- Promote eating a colourful selection of vegetables and fruits for Crunch&Sip®. But don’t forget the water!
- We want to see lots and lots of vegies.
- Link with the Crunch&Sip® program
- Crunch&Sip® logo
- Crunch&Sip® website www.crunchandsip.com.au

FURTHER INFORMATION
Want to give Crunch&Sip® a try in your school or classroom? Head to the website for more details www.crunchandsip.com.au

Crunch&Sip® is supported by Cancer Council WA and Healthway.

USE OF CORPORATE IMAGES
Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below. However, students are strongly encouraged to compose their own images through photography or artworks.

Permission is granted for use of images (except photographs of people) or other materials from Crunch&Sip website in the competition. www.crunchandsip.com.au
Advertising Brief: Foodbank

OBJECTIVE
In celebration of 20 years of our Foodbank WA’s School Breakfast Program, we are asking school aged children to design and advertisement that promotes the benefits of eating a healthy breakfast every day.

TARGET AUDIENCE
School aged children, K -12

BACKGROUND
Foodbank WA is the leading hunger relief organisation in the state providing over 6 million meals every year. Because we understand that fighting hunger involves more than providing a meal in times of need, we also provide a wide range of nutrition education programs to help teach disadvantaged groups the importance of healthy eating and cooking.

Foodbank WA’s School Breakfast Program started 20 years ago and has since grown to provide a healthy breakfast to over 21,500 students every week across more than 480 schools state-wide. A healthy breakfast provides essential energy and nutrients, which are necessary for active growing bodies and are also important for learning and focus in the classroom.

Foodbank WA’s Superhero Foods characters are a fun and engaging way for children of all ages to learn about making healthy food choices and the skills involved in preparing healthy meals and snacks. One of the Superhero Foods key messages is “eat a healthy breakfast every day”. The Superhero Foods characters and messages are all linked to the Australian Guide to Healthy Eating and represent foods from each of the five food groups.

List of key messages:
- Eat a healthy breakfast everyday
- Eating breakfast gives your brain fuel to learn
- Launch your day with a healthy breakfast

FURTHER INFORMATION
- [Click here](#) to find out more about Foodbank WA
- [Click here](#) to find out more about the School Breakfast Program
- [Click here](#) to find out more about Superhero Foods
- Email Reearna.Morgan@foodbankwa.org.au for more information

ESSENTIAL ELEMENTS
- Promote the benefits of eating a healthy breakfast and focus on one key message from the list above
- Must contain one or more Superhero Foods characters, which can be sourced free of charge from [www.superherofoodshq.org.au](http://www.superherofoodshq.org.au). The use of ‘breakfast food’ related characters is highly recommended, for example:
  - ‘Sporty Banana’ aka ‘Super Fruity’
  - ‘Atomic Apple’ aka ‘Aces Apple’
  - ‘Mixed Grain’ aka ‘Toasty’
  - ‘Milk Maid’ aka ‘Mighty Milk’
  - ‘Tinned Beans’ aka ‘Bean Machine’
  - ‘Healthy Cereal’ aka ‘Silver Spoon’
  - ‘Fruity Painter’ aka ‘Fruit Mob’
- Foodbank WA logo
- 20 years School Breakfast Program logo
- Superhero Foods HQ website link: [www.superherofoodshq.org.au](http://www.superherofoodshq.org.au)
- The use of bright colours for visual engagement

USE OF CORPORATE IMAGES
Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below. However, students are strongly encouraged to compose their own images through photography or artworks.

Permission is granted for the use of images from the Superhero Foods HQ website ([www.superherofoodshq.org.au](http://www.superherofoodshq.org.au)) however, students are also welcome to compose their own images through photography or artwork. High-resolution images of Superhero Food Characters are available to download from [https://www.superherofoodshq.org.au/product-category/clipart/](https://www.superherofoodshq.org.au/product-category/clipart/)
Advertising Brief: Fremantle Prison

OBJECTIVE
Design an advert encouraging people to visit Fremantle Prison.

TARGET AUDIENCE
The target audience for your advert will depend on the tour product you choose to include in your ad, consider the following markets when designing your ad:

- School-aged children, both primary and secondary
- School teachers looking for excursion activities
- Parents looking for activities for children during the school holidays

BACKGROUND
Fremantle Prison is a World Heritage listed tourist attraction. It was built by convicts in the 1850s and then became Western Australia’s maximum security prison. It closed as an operational jail in 1991 and opened as a tourist attraction in 1992. People can visit the prison’s museums and exhibitions for free, or they can choose from a number of different guided tours to go inside to see the grounds and buildings, and hear about the Prison’s history.

The current tours available to the public are: Convict Prison, Behind Bars, True Crime, Tunnels Tour or Torchlight Tour.

Fremantle Prison welcomes almost 20,000 school students a year as part of education tours.

During the school holidays Fremantle Prison also offers special kids only tours. The ‘Escape! Tour’ is for children aged between 5 and 12 years and the ‘Locked Up! Tour’ is for slightly older children aged between 8 and 12 years.

ESSENTIAL ELEMENTS
- Fremantle Prison logo
- Fremantle Prison website www.fremantleprison.com.au
- Choose one or more of the tours to promote in your ad

FURTHER INFORMATION
Full tour descriptions for the standard tour program are available here: https://fremantleprison.com.au/tours/

Information regarding school tours, including educational resources are available here: https://fremantleprison.com.au/schools-groups/schools/tour-options/

A number of photos, branding images, logos and additional tour descriptions for the school holiday tours have been loaded into a dropbox folder accessible here: https://www.dropbox.com/sh/m9xoygpd12y17or/AADkAHiFhE_im7Sqwdv9t7wAa?dl=0

When looking at the Convict era you may want to consider images like convict ships, chain gangs, ball and chains, the broad arrow, the building of the prison and characters like Moondyne Joe.

USE OF CORPORATE IMAGES
Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below. However, students are strongly encouraged to compose their own images through photography or artworks.

Permission is granted for use of images and other materials which have been provided by Fremantle Prison for the purposes of the ‘Design an Ad’ competition (see Dropbox link above).
Advertising Brief: RAC – primary schools

OBJECTIVE
Design an advertisement that shows an example of how to stay safe around the roads.

TARGET AUDIENCE
Primary school-aged road users

BACKGROUND
The RAC believes that Western Australians have the right to safe, accessible and sustainable mobility. Part of a safe road system is ensuring that everyone does their part to reduce injuries on and near our roads.

ESSENTIAL ELEMENTS
1. A hand-drawn RAC Little Legends Club logo somewhere in your ad
2. Write the address of the RAC Little Legends Club website on your ad i.e. rac.com.au/little-legends
3. The advertisement must address ONE of the road safety messages below:
   - Young pedestrians should always walk with an adult and Stop, Look, Listen and Think when crossing a road.
   - A cyclist must always wear a helmet and follow the road rules.
   - How to be a safe passenger in a car.

FURTHER INFORMATION
https://www.rsc.wa.gov.au/Your-Safety/People/Children

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Due to copyright reasons, images from the RAC website cannot be used in the competition.
Advertising Brief: RAC – secondary schools

OBJECTIVE
Design an advertisement that encourages young drivers to consider vehicle safety when buying a car.

TARGET AUDIENCE
Young people who may be considering buying a car.

BACKGROUND
The purchase of a car is an important decision. For young drivers, the excitement around this purchase may lead them to make a choice based on how the car looks rather than how the vehicle might protect them and others on the road.

RAC recommends that young drivers aim to purchase a vehicle that has a 5-star ANCAP safety rating or a 5-star used car safety rating.

ESSENTIAL ELEMENTS
- A hand drawn RAC Road Ready Logo somewhere on your ad
- Write the address of the RAC Road Ready Club website on your ad i.e. rac.com.au/rac_roadready
- The advertisement should address some of the factors described below

- Factors to consider when buying a safe car
  - Young drivers are less experienced and more likely to be involved in a vehicle crash.
  - If everyone bought the safest vehicle in its class, including used cars, road safety across Australia could improve by 25%*.
  - New cars have their safety capabilities tested by ANCAP.
  - The safety capabilities of second hand cars are rated through research conducted by the Vehicle Safety Research Group. This can be found online at http://howsafeisyourcar.com.au/

* "A Consumer Guide to Safer Vehicles” Road Safety Commission WA.

FURTHER INFORMATION
https://www.rsc.wa.gov.au/Your-Safety/People/Novice-Divers

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Advertising Brief: SunSmart

OBJECTIVE
Design an advertisement encouraging young people to be SunSmart and protect their skin from sunburn on weekends.

TARGET AUDIENCE
The target audience is Western Australian young people.

BACKGROUND
Too much ultraviolet (UV) radiation from the sun leads to sunburn, wrinkles and skin cancer. Australia has one of the highest rates of skin cancer in the world. It is very important to protect our skin from UV especially when you are young.

UV is not the same as heat – you can’t see or feel UV. That means you can get sunburnt on cool days. The UV Index is a scale which tells us how strong the UV is. The higher the UV level, the quicker sun damage occurs. Sun protection is required when UV levels reach 3 or above.

Check the UV near you at www.myuv.com or www.bom.gov.au/wa

Cancer Council research shows that one in four (26 per cent) of teenagers are getting sunburnt on summer weekends.

However, most skin cancers and sunburn can be prevented by the use of good sun protection. A combination of these five forms of sun protection is recommended:

- SLIP on sun-protective clothing
- SLOP on SPF30 or higher sunscreen
- SLAP on a broad-brimmed hat
- SEEK shade
- SLIDE on sunglasses.

This advertisement should focus on using the 5 forms of sun protection during the weekend. You could be at the beach, playing sport, or hanging out with friends or family.

Remember: Slap on a hat that provides as much shade a possible to the face, head, neck, ears and eyes. There are three styles of hats that protect from the sun:

- Broad-brimmed
- Bucket
- Legionnaire

Baseball caps do not protect parts of the head that are most susceptible to skin cancer, that is, the ears, the sides of the face and the back of the neck. Caps are not SunSmart!

ESSENTIAL ELEMENTS
- SunSmart logo
- Tips or ideas of how young people can use sun protection on weekends

Try to aim for the positives of using sun protection, rather than negative aspects. For example, make sun protective hats trendy!

FURTHER INFORMATION
www.cancerwa.asn.au/sunsmart
www.myUV.com.au
www.generationsunsmart.com.au

USE OF CORPORATE IMAGES
Information regarding permission to use images from sponsor websites or other materials as part of the Design an Ad competition is listed below. However, students are strongly encouraged to compose their own images through photography or artworks.

Permission is granted for image use from www.myuv.com.au and www.generationsunsmart.com with the exception of images of people.