**Lesson 8: Sell It To Me**

**Problem statement:** In this project you and your group will design, build, test, and improve (if needed) a running car that is powered from alternate energy sources.

This lesson wraps up the project with the students creating an advertisement to sell their car.

**Learning objectives:** Students will use the cost of their car to calculate a price (with profit) and create a physical advertisement to sell the car.

**Lesson standards (NGSS, CCSS, CTE):**

**NGSS:**

* Engaging in argument from evidence (NGSS Practice #7)

**Soft skills:**

Collaboration, creativity, communication

**Connections to career and educational pathways:**

Use the marketing powerpoint to explain how companies use marketing.

**Materials:**

* Group design from previous lesson
* Plain paper for a rough draft and a final draft of the ad
* Colored pencils or other coloring devices
* Magazines to show examples (ads of cars or other material items will work)

**Lesson preparation:** You may want to dog ear or tear out examples that you want students to use from the magazines to show specific characteristics of advertisements such as: cost, specials, white-space, customer feedback, features, etc.

**Time required:** 45-90 minutes

**Grouping of students for instruction:** (same as lesson 1)

Students will be placed into groups of 3 and 4 by the instructor. These groups will be mixed skills and mixed grade levels if possible.

Groups will be given the following roles: Document control (recorder, brainstorming), Materials manager, Project manager (keeping on schedule, keeping on task, etc.), Communication Specialist

**What is the instruction? Consider the PBL Procedure that is being addressed here:**

1. Instruct students that they will be making an advertisement for their car today. Ask for student feedback as to what the purpose of an advertisement is. List these on board. Continue to ask students what they see in advertisements that catch their eye. What makes them want to buy something? What do their parents look for in a car?
2. Display selected advertisements and solicit feedback from kids. What do they notice? What do they like? What is consistent across the board? Other thoughts?
3. Use the marketing powerpoint to explain how marketing is used in our current world.
4. Show the advertisement rubric to the whole class. Highlight what would constitute exceeding standard, meeting standard, and below standard. Make sure students understand and answer any questions.
5. Remind students that only one person will be able to work on the ad at a time and to share the responsibility. They can all work on the rough draft together.
6. Hand out paper for each group and let them work. Have magazines out for examples.
7. When groups are finished, make a decision as to whether you want them to present to the class or they could conduct a gallery walk of cars and ads. This is dependent upon your students.

**Accommodations:** Instead of a presentation, you may want to do a gallery walk so students aren’t uncomfortable.

**Extensions:**

* Make a commercial.
* Make a YouTube video showing others how to construct the car that their group built! Remind students that they began their journey with online research.

**Assessment:**

* Summative Assessment: Advertisement Rubric

**References/Resources:**

Rubric for Rebuild Advertisement

Marketing Careers Powerpoint