

Lesson Suggestion 5: Stealth Marketing

Course(s)	<ul style="list-style-type: none">• This activity could be adapted for English, Media, Communications, and Marketing courses listed (see Appendix A for related courses and policy document expectations)
Resources required	<ul style="list-style-type: none">• BLM 5: Stealth Marketing Rubric• Video of <i>The Corporation</i> queued to the “stealth marketing” (i.e., product placement) section• Access to a computer lab with Internet access, and a copy of the “Electronic Resources” provided in this package.• If possible, allow teams of students to use video equipment to record their own investigative reports.
Timeframe	<ul style="list-style-type: none">• In addition to viewing the documentary, allow 2 to 6 75-minute periods. Time will vary depending on the size of the class, and the amount of time provided for students to conduct research.
Background and/or prior learning	Students should have an understanding of basic marketing approaches, strategies and techniques such as product placement, branding, psychographic and demographic targeting.
Suggested learning strategies	<ul style="list-style-type: none">• Provide students with an overview of the activity prior to viewing <i>The Corporation</i> so that they can take appropriate notes. Consider providing a template to assist them in recording relevant information.• View only the section of <i>The Corporation</i> on stealth marketing. Clarify terminology such as stealth, consumer, and product placement with students if they have not been exposed to these terms. Generate a class list of stealth marketing they know of, such as examples in the film, product placement in movies and on television, logos on clothing, street marketing, etc.• Ask students to discuss the following questions, either as a small or large group:<ul style="list-style-type: none">○ Is stealth marketing ethical? Why or why not?○ As a consumer, do you have a right to know when you’re the target of marketing?○ Should consumers have any specific skills or knowledge to deal with such marketing efforts? Why or why not? If so, what sorts of skills or knowledge?○ Is stealth marketing a form of communication? Why or why not?○ How do you think consumers would react if they were told that they were victims of stealth marketing?• Students will attempt to get more definitive answers to the questions above by engaging in stealth marketing at school. In groups of four or five, have students develop a “stealth marketing” plan for a specific product or service. They should create a one-page summary that describes:<ul style="list-style-type: none">○ What they hope to achieve (e.g., create brand awareness of a particular drink, persuade others to purchase an object, etc.). This must be measurable – they cannot seek brand awareness of a product that most “targets” already know○ How they plan to achieve this (e.g., through a conversation, through product placement in a particular environment, etc.) and why they think this will be successful○ Who they plan to target• Have students enact their stealth marketing plans at lunchtime or between classes. At least one student in each group will be the “observer” and take notes, while others may participate in the marketing effort. At the end, students should

interview their “targets” to find out if:

- They met their objectives
- How the target felt about being the victim of marketing without knowing
- Students should summarize their notes, and draw conclusions about the experience based on the outcomes
- Facilitate a class debrief so that students can share their experiences and conclusions

Assessment/evaluation

Formative

- Observation of student interaction and participation in the process
- Consider creating a peer-assessment instrument so that students can provide constructive feedback to one another

Summative

- BLM 5: Stealth Marketing Rubric
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