

Tech for Communication and Marketing (Mid Tech)

To understand how technology is used for communication and marketing and broaden my knowledge of careers available in this field



RESOURCES NEEDED

- Printouts of homework sheets
- Large paper for marketing posters
- Crayons/Felt tips
- Camera attached to desktops or tablets

SUGGESTED TIME FOR LESSON

- 2 Hours

SUGGESTED VENUE

- Computer Suite/Classroom with laptops

PREPARATION NEEDED

- Make sure the machine learning activity works with your tablets/desktops – you will need a CAMERA

NATIONAL CURRICULUM LINKS

Computing - Pupils are responsible, competent, confident and creative users of information and communication technology

Design and technology - Investigate new and emerging technologies

Spoken English - Giving short speeches and presentations, expressing their own ideas and keeping to the point

1

How is Tech used for Communication and Marketing? (5 min)

Discuss the examples on the PPT. Can the students think of any other examples?

You could use this opportunity to discuss age recommendations for these apps – which is 13 years old for all featured on the slide.

2

What careers could you aspire to have in Tech for Communication and Marketing? (5 min)

Discuss the examples on the PPT and the related starting salaries (if you think this is appropriate and the children show an interest in the salaries). Do any of these careers appeal to the students and why?

3

Watch the role model video (5min)

After watching, discuss the role model's career path: What led them into a technology career? What do they enjoy about their career?

4

Vuforia Chalk (10 min)

Discuss how App Designers are constantly trying to improve and develop the way we communicate through devices. In order to be good at marketing and communication, we need to be flexible and constantly adapt our approach until we communicate effectively to our audience/consumers. In other words, if they don't understand the first time, we need to try to describe it in a different way.

Watch the following video to explain how Vuforia Chalk works: <https://www.youtube.com/watch?v=s8D00Tjc4lc&t=4s>

Model how to use Vuforia Chalk to communicate to another group using iPads/Smartphones (follow the instructions on the presentation).

5

Machine Learning - How do humans communicate with machines? (20 min)

Ask the children if they have ever heard of machine learning before? Have they ever seen a computer or machine complete a task which they thought only a human could do? Watch the following clip and discuss what machine learning means – what do the students think the advantages and disadvantages of communicating with machines are/will be?

<https://www.youtube.com/watch?v=3bJ7RChxMWQ>

Ask the children to log onto the following site and complete some machine learning themselves. You could watch the tutorial video together as a class or allow them to watch this individually or in groups. NOTE: your desktops or tablets will need a CAMERA to complete this activity.

<https://experiments.withgoogle.com/teachable-machine>

6

What is a hash tag and how are they used in business? (10 min)

Ask the students if they have ever heard of a hashtag? Where have they seen them? Watch the following clip and discuss the answers to the previous questions: https://www.youtube.com/watch?v=-4A_wdR0Ukc

Challenge the children to work in pairs/small groups to create a hashtag for their school.

7

Create a marketing campaign for a new piece of Tech (45 min)

Split the students into groups of 4-8. From the following website either pre-select or allow the students to choose one of the up and coming gadgets of 2021 (click through the items here): <https://www.cnet.com/pictures/ces-2021-coolest-new-gadgets-tech-product-roundup-lg-rollable-phone-giant-tv-more/>

Explain that the students are going to work in pairs/individually to support their group to create a marketing campaign for the new product. They will each take on a different role within their group (actual tech careers roles) but all contribute to a large poster which they will present to the rest of the class/another group.

Give the students time to each be a Data Analyst for their product:

Data Analysts Use the internet to look at pre-existing similar products and explain why this product is different/better. From your research, decide who your target market will be. To finish ask students to present and explain their campaigns to the class.

Separate roles and responsibilities:

Brand Marketing Managers Create a logo and slogan for the product. Decide upon the colour scheme/images which will be used throughout your poster and create the brand.

Social Media Managers Create a set of tweets to advertise the product. Use appropriate hashtags to try and get as many followers as possible.

Social Media Content Developer Write a script and record/create an advert for your product which could be used on social media. This could be on Adobe Spark or any other video editing software.

8

Technology and Coastguard Communication (10 min)

Watch the following clip and use the information below the clip to discuss how advances in technology have helped the coastguard improve their communication channels:

<https://www.firstcareers.co.uk/careers/what-is-like-to-be-a-helicopter-mission-controller/>

What does the job involve? Would any of the students like a career using technology this way?

9

Class Discussion (5 min)

Can you see yourself working in any tech for communication and marketing careers? Did anything particularly interest you today?

10

Homework and further learning opportunities (5 min)

Interview adults at home or other students at school to gather data about how they use tech to communicate: Ask a variety of questions and create a presentation to summarise what you found.

Question ideas: What communication channel do you use most often? If someone didn't understand English, what would you use to help you translate? How has communication changed since you were younger?

Opportunity to gain BRONZE CREST award – Please refer to CREST guidance.