

# Week 1

10 September 2013  
Tuesday

Start of first term

The studio is empty, except for a few computers in one corner of the room and enough chairs for every to sit down. The chairs are set out in a circle. The walls are painted white.

When all the students arrive, each is given a glass of champagne.

9.30am. DEAN'S INTRODUCTION

After a welcome from the dean, Department Heads and Hannah, we explain that the students will get three briefs when they are ready;

- 1) Design the name, look and feel of their agency
- 2) Communicate their agency to the school's sponsors, mentors, local businesses
- 3) Inviting them to a launch party on Thursday 5th December

10.15 -11am INTRODUCTION EXERCISE

1. Students are all sitting in a circle. So too are SCA staff. Everyone has a blank A2 sheet of paper and a marker pen.
  2. We allow 3 x 3 minutes to make three drawings;
    - (i) Something that describes who we are,
    - (ii) Something that describes what we think the next twelve months will feel like.
    - (iii) Something that describes how we hope we might have changed in twelve months time.
  3. Find two other people (so you are now in a group of 3) and take it in turns to describe your drawings to each other. This should take 3 minutes.
  4. Swap and find two new people and share your drawings. Keep doing this until you have shown your drawings to everyone.
- This exercise should take about 1 hour.

11-11.30am     UNDERSTANDING THE LEARNING MODEL

1. Students line up in order of the number of people living under the same roof as them (i.e. people living on their own at one end of the line and people living in a commune on the other end).
2. Split into groups of five.
3. Groups to spend four minutes discussing the advantages of SCA's mentor model of learning.  
Their specific task is to come up with a list of as many advantages as possible.
4. Groups to spend four minutes discussing ways that they can take advantage of this great opportunity. Again, they need to come up with as many ways as possible.
5. We all regroup and listen to the ideas that the students came up with. This should take about ten minutes.
6. We ask all students to reflect on the opportunity and ways in which they can commit to take advantage of the opportunity over the year. Each student should choose three ways in which they commit to take advantage of the opportunity.

11.45am -1 pm     PREPARE FOR TAKE OFF – PART ONE

Round 1

1. Students line up in order of the last time that they traveled by airplane. Split them into pairs. Ask one from each pair to take the role of instructor and the other to take the role of instructee.
2. Instructors are each given the assembly instructions for a paper airplane, instructees each get a photo of the plane that they have to build. They are told to sit back to back, so they can't see each other.
3. The instructor is not allowed to give unprompted instructions. They are only allowed to answer questions with a yes or a no.
4. The instructee must ask the instructor questions that will help guide them through the process of putting the pieces together.
5. They have 5 minutes to put their kit together.
6. Regroup for a discussion about how that felt and what we learned. **What sorts of questions helped to get the best answers? How much time did those making the airplane spend trying to work out how to build their plane, versus thinking of questions to ask? What do we think the right balance is?**

Round 2

7. Back into the same pairs, swapping roles so the instructor becomes the instructee.
8. Each pair should get a different paper airplane to build this time, so that they have no idea what they are building. They have 5 minutes to put their kit together, same as before.
9. Regroup for a discussion. **Did it go any easier the second time? What**

helped to make it easier? How can we apply the principle of asking questions with the mentors? When should we ask mentors for help? What do we gain from asking mentors for help? What do we sacrifice?

10. Each student given a copy of 'How To Make the Perfect Airplane to read over lunch'

LUNCH UNTIL 2pm

2pm PREPARE FOR TAKE OFF – PART TWO

Round 3

1. Students build the same airplane that they made earlier. They have 5 minutes to build it.
2. Students take it in turns to throw their two airplanes off of the stage. We take a score of which airplanes flew the longest distance – i.e. those built in Round 1, 2 or 3
3. Regroup for a discussion. **Which round of airplanes went the furthest? What does this tell us? How important is research? What is the difference between knowledge and understanding? What resources are available to us to help find knowledge? What resources are available to us to help find understanding?**

5PM CODE CASH-BACK CHALLENGE

We bring £3,750 up onto the stage in cash (or show in PayPal account on projector). 70% of the cash (£2,625) will be shared with the students pro-rata to how many badges that have unlocked on Codecademy. **We will need to see evidence that students have completed these lessons.** The remaining 30% (£1125) will be given to the team that creates the best Registration Application, ready and running by XXXXX.

The Application must have the following functionality at a minimum;

- When students arrive, they will use Facebook Places to show that they are in school.
- ZOHO will keep track of students arriving & the time of them arriving, so that we have an automated class register.
- Students and mentors will be able to visit a webpage to see who has checked-in to the school.

# 11 September 2013

## Wednesday

9.30 AM

Dave and Marc introduce the concept of Ideapreneurs.

Dave sets the Ideapreneur brief.

All Day IMPROV & MEDITATION

**Ben Andrews to facilitate** a 1/2 day interactive session on self-awareness.

**Neil Mullarkey will facilitate** a 1/2 day improv master-class

Half day of each.

10 to 1pm

Lunch

2 pm to 5 pm

Half of learners do meditation AM, improv PM Other half vice versa

5 PM – 5.30 PM **BRIEFING FOR TOMORROW'S AGENCY VISITS**

Students will be visiting agencies on 12<sup>th</sup> September and 18<sup>th</sup> September.

In preparation for these agency visits, we explain that we want students to meet people from all departments when they visit the agencies – but that they might not meet a representative of every job. They will be recording Vox Pops (see below).

If a mentor comes in to the school over the next few weeks with a job title not already captured in these Vox pops, then students should take responsibility for videoing them.

*Deadline to collect a full set of vox pops by 27<sup>th</sup> September*

Five teams. Each team must create a Tumblr Page with as many vox-pop interviews with as many mentors/industry people representing as many jobs in advertising.

## **Assessment**

These tasks form the assessment for Understanding Roles in Advertising.

Assessment will be against learning outcome 1 and will cover assessment criteria below.

1.1 Compare and contrast the typical responsibilities of an agency creative and those of a client services executive, explain why the roles have evolved as they have.

1.2 Compare and contrast the typical tasks of an agency creative over the lifetime of a project and describe the different inputs that each role has from external sources.

# 12 September 2013

## Thursday

All Day - Agency visits

Learners are divided into five groups. We need to create a schedule to make sure that each group gets to visit as many agencies as possible over the two days of agency visits.

A member of SCA staff must accompany each group throughout each of the visits. Each agency should provide a host contact for each of the visits.

SCA chaperones ; Hannah, Vicks, Marc, Toufic, Chantelle

The host should take the learners around the agency, explaining the function of each department. Whenever possible, mentors should be pointed out and introduced. We should also be astute to the opportunity for using these visits to evangelize mentoring.

1. One person in each group should have a video camera on them. The group should attempt to interview as many agency people as possible, respectful that most agency people are very busy working under huge pressure.

These interviews should follow a structure, so that we can create a montage of VOX POPS later. That structure is as follows;

- i) Ask for their name, job role and company name. Who they report to, who reports to them and how they fit into the wider structure.
- ii) Ask what they love most about advertising.
- iii) Ask them which, of all the advertising campaigns that they have worked on, would they say that they are most proud of.
- iv) Ask them what they did on that campaign. (i.e. What was their involvement? How much interaction did they have with either the client or

the consumer?)

- v) Ask them if they think they have the best job in advertising.
- vi) If they say 'yes' then ask why. If they say 'no' then ask who has and why

2. At the end of each interview, our student should thank the person for their time and ask them if they have already signed up to be a mentor.
3. If they have, then the students should all express how much they are looking forward to seeing them in the school studio soon.
4. If they haven't, then one student should take the lead in persuading them to sign up.
5. The Creative Department should be the final stop on the tour around each agency. Learners should be encouraged to observe, take photos with permission, etc. This will help them on a brief coming their way soon.

## 13 September 2013

### Friday

Today we start to deal with understanding brand statements and why they are important.

#### 9.30 to 11 am UNDERSTANDING BRAND STATEMENTS – PART ONE

1. We start by asking the students to think about what brand statements actually do, and ask for suggestions.
2. We show adverts for M&S Food, Waitrose, Tesco Own Brand, Aldi and ask what statements these brands are making.
3. We ask the group to suggest ways that a brand can project its brand statements. **This may include; logo, price, choice of retail distribution, staff training, advertising, PR, customer service, etc.**
4. We ask who has finished reading Positioning: Battle for the Mind. Suggest that everyone should read it before Thursday 3rd October for book club. (*first book club is next Thursday 19th September with Made to Stick*)

#### 11.30 AM – 4.30 PM UNDERSTANDING BRAND STATEMENTS – PART TWO

1. We put students into four teams.
2. Each student receives 1 Plate and 1 Mug (bisqueware)
3. Each team must create a dinner service with the plates that reflects one of the Brand Statements below (we select one for each group) and each student must personalize their mug to make a statement about themselves.

Team 1 – Your dinner service belongs to;

**Show how you value me:** I play music as you walk on by, and if you like what you hear then perhaps you will throw coins onto my plate. The more you give, the more you are telling me I must be worth.

Team 2 – Your dinner service belongs to;

**The 2nd generation is always better than the 1st:** I was once told never to buy technology when it first comes out. Buying the second generation means most of the bugs will have been ironed out.

Team 3 – Your dinner service belongs to;

**The appearance of achievement leads to achievement:** Now that I know that I can do it, watch my fly higher than anyone has ever flown before. I am here to set new records.

Team 4 – Your dinner service belongs to;

**Creativity makes the world a better place:** The best thing about being a creative is that I can make a difference. My ideas and my craft change lives. I love what I do, because people love what I make.

# Week 2

## 16 September 2013

### Monday

At Town Hall, Marc introduces the concept of Time Management and hands out Weekly Planners.

10.00 AM - 12 PM Dave Birss master class on Creative Techniques

Students can spend the rest of the day working on their Ideapreneur brief. Dave is around to give some support.

Students might also want to work on the Understanding Agencies brief.

Students might also want to work on the APP.

## 17 September 2013

### Tuesday

Patrick Collister is running an all-day master class on Working With Briefs.

## 18 September 2013

### Wednesday

**MARC IS WITH SUP DE PUB AT SCA**

**All Day - Agency visits**

Learners are in the same five groups as they were on last week's Agency Visits.

A member of SCA staff must accompany each group throughout each of the visits. Each agency should provide a host contact for each of the visits.

**SCA chaperones ; Hannah, Vicks, Rob, Ian, Chantelle**

The host should take the learners around the agency, explaining the function of each department. Whenever possible, mentors should be pointed out and introduced. We should also be astute to the opportunity for using these visits to evangelize mentoring.

# 19 September 2013

## Thursday

Town Hall      Book Club on Made to Stick

After the master class, students have the rest of the morning to work on their briefs. Mentors are around to help.

### **LUNCH**

1.30 PM      Personas – Part 1

Today's objective is to help get students to a position where they are able to independently develop personas for the types of people who are likely to interact with them in the agency studio. This, together with some reflection by the students about how they want to use the space, will help them with their ideas for their agency.

1.30 PM

Mentors (or Marc) introduce the concept of personas, discussing why we find them useful when responding to any brief.

Group discussion on the differences between personas and demographics.

### **Tasks**

2 - 2.30 PM

We are going to practice coming up with personas for an imaginary brief. In the real world, we would incorporate research into developing personas, but we can get away with cheating this time.

Imagine that we are creating the perfect conference room company. We have the opportunity to invent the perfect conference experience, from booking to delivery. We can create a new brand. It might be the 'easyJet' of Conferences or it might be the 'Virgin Atlantic Upper Class' conference experience.

Before we can decide what sort of experience we want to create, we first need to consider who would be interacting with the experience, how they would be interacting, what their hopes and fears are, etc.

1. Set up the problem. Ask group if they have any experience of going to an industry conference. Pick the five who have most recently been to a conference and make them Captains of their team.
2. Everyone else gets a piece of paper with the letters A to E on them.

The Captain who has been to a conference most recently is Team A and the Captain who has been longest without going to a conference is Team E.

Get into groups.

2.30 – 2.35 PM

Spend 5 minutes brainstorming a list of the people who would interact with a conference experience. **This would include; the person who makes the booking (HR Manager, Events Manager - or executives), the people who attend (from senior management to students), the speakers, the technical support, catering staff, etc.**

2.40 - 2.50 PM

Regroup and make sure we've all got a complete list of the types of people who are likely to interact with the experience.

2.50 – 3 PM

1. Back to the same groups as before, choosing two of the types of people who interact with conferences. Spend 10 minutes imagining some biographical information about each of these types of people.

As a group decide;

- i) How old are they - 30 seconds to decide
- ii) What gender are they - 30 seconds again
- iii) Occupation - 30 seconds again
- iv) Length of time with occupation - 30 seconds again
- v) Whether their last experience of a conference was positive or negative - 30 seconds
- vi). Name of character - 30 seconds again.

2. Spend five minutes developing a short dialogue that they might be having before, during or after a conference event.

3. Two people in each group should volunteer to play the role of those two characters.

## **BREAK**

Regroup.

3.15 – 3.45 PM

Teams take it in turns to show their short dialogue. After each dialogue, other groups should be given the chance to try and guess biographical information about the characters.

3.45 - 4 PM

Back into groups as before.

Choose three characters (your two, and one other from those shown in the dialogues before the break) and spend 5 minutes discussing what a typical day looks like for each of them. Start with the first character - consider the types of people that have to interact with in their job, how they interact with them, who they report to, who reports to them, what types of technology they use, etc.

After 5 minutes, move onto the next character.

4 – 4.15 PM

Now spend five minutes considering how this character would describe their perfect experience with a conference event. Imagine everything that they personally would hope for, what they would want to get out of it, how they would feel when everything goes well.

One character at a time. For 5 minutes.

4.15 - 4.30 PM

Now spend five minutes considering how they would describe the nightmare conference experience. List all the things that could go wrong for the character and think about what the consequences would be.

One character at a time. 5 minutes each.

4.30 – 4.45 PM

Spend 5 minutes thinking about how each character interacts with the conference and how they receive information. What information do they give about themselves, who do they give the information to, how long does it take to give that information, do they have to keep giving the

same information each time they register or attend a conference organized by the same person, etc.

How does that information arrive, what format, etc.

4.45 – 5 PM

Spend 5 minutes thinking about the goals or objectives of each of the characters, and how a perfectly executed conference event could help them to achieve that.

5 PM

Using the information captured during the day, each student must develop a one-page summary of a character. We will be regrouping at Town Hall tomorrow to read out those character descriptions and to see if they help stimulate ideas.

## **5 PM - SET INSPIRING VIDEOS BRIEF**

Brendan Barns from London Business Forum is coming in to set the Inspiring Videos Brief.

Students will be working in teams of 4.

Teams must decide which Inspirational Speaker they are going to use to make their Inspiring Video by Monday 14<sup>th</sup> October.

Videos must be ready to show to Marc on Monday 25<sup>th</sup> November for feedback.

Videos will be shown to Brendan on Tuesday 16<sup>th</sup> November.

# 20 September 2013

## Friday

Town Hall Sitting in their groups, students read out their character descriptions. We see what ideas come from the personas.

After each reading, any student is free to propose functionality or services that would be valued by the character.

Groups get 1 point the first time that a piece of functionality is proposed, when that piece of functionality has a material cost (e.g. Pens and papers for each

delegate)

Groups get 5 points for the first time that a piece of functionality is proposed, when that piece of functionality has no material cost (e.g. Event added to calendar, Twitter stream from conference captured and emailed after the event)

10 – 4 PM

Master class with David Pearl

5 PM

Reflection

**Students must deliver their vox-pops outlining success/failure and learnings from Dave Birss' Ideapreneur brief to Dave and Marc before 10 AM on Saturday 21st September.**

# Week 3

23 September 2013

Monday

Town Hall – Set Briefs

## **Name Your Agency**

Put students into teams of 4.

We share the proposition, “*Creativity for Communities*” telling students that we want them to come up with a name and logo for their agency that resonates with this proposition.

Students will be presenting their name and logo on 4<sup>th</sup> October. They must deliver a video (90 seconds or less) by 4 PM. The best videos will be shared with mentors, who will vote for the name of this year’s agency.

## **Design Your Studio**

Put students into teams of 8 (two teams of 4 from Name Your Agency brief).

We want the students to decide on the layout and design of their studio. They have a £1,000 budget.

Students are being assessed on this brief.

We want to see the following;

1. Evidence that they have written a brief
2. Evidence that they are working with personas
3. Evidence that they have brainstormed for ideas
4. A 3 minute presentation of their solution for the studio layout
5. Evidence that they have carefully calculated the cost of their solution

Students will be presenting their solution to Marc and mentors on Friday 4<sup>th</sup> October at 4 PM.

## **SET THE READING PROJECT**

Put students into teams of 4. Three teams have top coders.

Some get to work on targeting schools; some get to work on targeting retirement homes. The teams with coders work on building the website.

## **BREAK**

11 AM

Marc gives a master class on Working in Teams.

## **Assessment**

These tasks form the assessment for Presentation Of A Creative Idea

Assessment will be against learning outcome 2 and will cover assessment criteria below.

2.1 Create a suitable presentation narrative
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2.2 Create suitable visuals or other aids for a presentation
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2.3 Practice and deliver a presentation of a creative idea generated by the learner to a panel of their peers/mentors/tutors.
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These tasks form the assessment for Understanding Brand Statements And Why They Are Important

Assessment will be against learning outcome 2 and will cover assessment criteria below.

2.1 Create a personal brand statement for "brand me"
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2.2 Create a brand statement for a given company
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# 24 September 2013

## Tuesday

Richard Webb is leading an all day master class, focused on ways of getting business ideas down onto one page in a visual way;

1. Intro – set scene. Business to business, ever changing, conversations, dialogue.
2. talk through some example and case studies
3. Workshop 1 – get students to draw their life story in rich picture form. Work through a list of elements, (not within a structure)  
Home, early likes, difficulties overcome, aims, challenges... fears

Ambitions, targets (how will you know you've got there?)  
Should be the chance for some good jokes and creativity from them.  
Then re collate as a journey drawing.  
Present it.

4. Workshop 2 – Business idea Take an idea of your own – or a business you admire  
We'll talk through what 'issues' you need to have at fingertips to present to different audiences.  
Eg, Clients, channels, venture capitalist, stakeholders, potential employees etc. levels of importance? Overall story. How flexible? How do you represent them – use of visual metaphor..  
Collate as sketch  
Present

5. Examples of two or three differently structured rich pictures

## 25 September 2013

### Wednesday

#### **MARC IS WITH SUP DE PUB AT SCA**

Mark Palmer has agreed to facilitate an all day master class on creative techniques.

## 26 September 2013

### Thursday

Town Hall – Ian shares a master class

## 27 September 2013

### Friday

Students present Understanding Agencies brief on Tumblr at 4 PM

Followed by Reflection

# Week 4

30 September 2013

Monday

Town Hall – Set Brief

Master class from Jonathan MacDonald (TBC)

Students spend the rest of the day working on their briefs

1 October 2013

Tuesday

Town Hall

Master class from Richard Jacobs on story telling

Students spend the rest of the day working on their briefs

2 October 2013

Wednesday

**CHANTELLE – CAN WE PLEASE TRY TO BOOK A VIP MENTOR FOR TOWN HALL MASTER CLASS? (E.G. RORY SUTHERLAND, HEGARTY, RUSSEL BUCKLEY)**

**MARC IS WITH SUP DE PUB AT SCA**

Students spend the day working on their briefs

# 3 October 2013

## Thursday

### Town Hall

Book Club – discussing Positioning, Battle For The Mind

Students spend the rest of the day working on their briefs.

4 PM

Students present The Reading List

# 4 October 2013

## Friday

### Town Hall

Before Town Hall, students must have delivered their videos for Name Your Agency and presentations for Design Your Studio.

Dave Birss is running an all-day workshop on code.

At the end of the workshop, Dave sets a brief for the students to work on over the weekend.

5 PM

Reflection

# Week 5

7 October 2013

Monday

## HOSPICE CARE WEEK

### Town Hall

Students present their work on the code brief to Dave Birss

11 AM

Marc shares a master class on Semiotics. After the master class, Marc puts students into teams of two and sets a brief. Work to be delivered by Town Hall on Wednesday 9th October.

### **1. Assessment Brief**

Working in new teams of 2, students are asked to produce a YouTube video.

Each team is given a set of ads – each set of ads is from a market category (e.g. Banking, Telecoms, Out of Home Dining), but the ads within each set are targeted at a different demographic.

Each team is asked to submit a YouTube video showing images of their given ads, with their voice in the background explaining the semiotics found in these ads. Their discussion must include;

1. The overall impression that a audience might get from their advert, explaining the reasons why a reader might get those impressions.
2. An analysis of the surface level meaning of their advert, listing all the objects and people in the given ad.
3. The "message" that an advertiser is trying to get across.
- iv) The culture in which their ad exists.

Students must submit their videos before Town Hall on Monday 22<sup>nd</sup> October.

### **2. Creative Brief**

Students are set a 1-day creative brief. (Chris – a bit of work here for you).

There will be about 20 teams working on this brief. We want to choose three or four market categories, and have different teams working on campaigns in these categories – targeting different types of consumer.

# 8 October 2013

## Tuesday

### HOSPICE CARE WEEK

Town Hall – Set Brief

#### **The eBay Brief**

Each student is given £10. The challenge is to buy something and put it on eBay. Prizes to the students who make the biggest profit. Students must reveal profits at Town Hall on Monday 28th October.

12 PM

Rob shares a master class on Scamping (Part One)

# 9 October 2013

## Wednesday

### HOSPICE CARE WEEK

Town Hall

Students present their work on the Semiotics Brief.

Break

11 – 12.30

Marc shares a master class on Super Human Creative Powers

Followed by setting the NPD Brief – in teams of two.

12.30

Students go to supermarket to choose their category for NPD brief

They can come back after lunch for help from Marc and mentors with NPD brief.

10 October 2013  
Thursday

**HOSPICE CARE WEEK**

Town Hall

Students present their new products for the NPD Brief.

10.30 AM

Chris shares a master class on strap lines

12.30 PM

Students are told that they must develop a poster campaign for their new products, including a strap line. They will be presenting tomorrow at 4 PM.

11 October 2013  
Friday

**HOSPICE CARE WEEK**

4 PM

Students present their work for the NPD brief.

5PM

Reflection

# Week 6

14 October 2013

Monday

## Town Hall

Before Town Hall, the teams working on Inspiring Videos must have decided which inspirational speaker they are going to create a video for.

At Town Hall we have a discussion about ways of making an impact and being remembered. We discuss the benefits of being remembered by our mentors and students propose ways of being remembered. One of the ways in which students can make a good impression after a meeting is by sending a thank you card.

Working on their own, with each student given 500 sheets of A4 and a sharpie pen, we challenge the students to scamp through their entire allocation in the pursuit of creating the perfect thank you card.

4 PM

Students show their best thank you cards. Mentors decide which ones should be developed further. The cards chosen to be developed further must be ready to go to print on the afternoon of Thursday 17th October.

15 October 2013

Tuesday

## Town Hall

Students take it in turns to facilitate a workshop on Lateral Thinking Techniques, using the De Bono book for inspiration.

10.30 – 12.30

Dave Birss shares a master class presenting Great Advertising.

12.30

We set students an advertising brief (Print and Digital Ideas required) which must be presented at Town Hall on Thursday 17th October.

# 16 October 2013

## Wednesday

### Town Hall

Jean shares a master class on story telling

### 12 PM – Set Brief – The Homeless Brief

Students work in teams of four. They must report their results by submitting a video case study on the first Monday back from Half Term (28th October)

Introduce the book 'Words That Sell' as a helpful tool.

6 PM

We are off to Google Campus to watch the John Webster documentary.

# 17 October 2013

## Thursday

### Town Hall

Students present their work on the advertising brief that we set on Tuesday.

11 AM

Rob shares part two of the scamping master class

12 PM

We set the God Brief.

5 PM

Students share their ideas from the God Brief. We set part two of the brief – poster campaign for their ideas, with strap line.

By end-of-day the chosen Thank You Cards should be ready to go to print.

18 October 2013

Friday

Students spend the day working on their briefs.

At 4 PM students present their posters for The God Brief.

At 5 PM we run Reflection.

We send students into half-term holidays, asking them to research electoral rules – ready to report back when they return. They will also be working on the homeless brief and the eBay brief.

## Week 7

21-25 October 2013

Monday - Friday

HALF TERM

Wednesday 23<sup>rd</sup> October

**MARC IS WITH SUP DE PUB AT SCA**

# Week 8

28 October 2013

Monday

## Town Hall

Students present their work on the eBay and Homeless briefs.

We set the Politics Brief – Part One.

All Day

During the day we WIP on Inspiring Videos

29 October 2013

Tuesday

All Day Master Class on Presenting Techniques by Hugo

30 October 2013

Wednesday

## Town Hall

Marc shares a master class on Mess Finding.

Students are set a brief to find Mess in their own lives.

Students are set the brief – Spotting Opportunities – Part 1

## SPOTTING OPPORTUNITIES – PART I

We talk generally about the ways in which ad agencies have moved beyond traditional advertising, needing to constantly provide value to their clients by being open to commercial opportunities.

I would like to show a video of Paul Brazier talking about the Walkers / Sandwich campaign.

Divide students into groups - 2 to a group. Briefing 'Spotting Opportunities'.

1. Each group must research and identify one example for each of the following;

- A commercial opportunity that has been developed by an agency for one of their clients,
- A tactical opportunity that has been developed by an agency for one of their clients,

2. Each member of the group must choose one of these examples and explain why it is commercially valuable and how much value the idea has generated.

3. Groups will be giving a ten-minute presentation of their examples on Thursday at Town Hall. They will be expected to show;

- How they identified the examples
- A critique of each example

Students spend the rest of the day working on their briefs.

## 31 October 2013

### Thursday

Town Hall

Book Club – discussing How To Do Better Creative Work

10.30 AM

J-Mac Shares a master class on how Internet is Effecting Behaviour

Students spend the rest of the day working on their briefs

# 1 November 2013

## Friday

### Town Hall

Students present their personal Mess and their work on Spotting Opportunities – Part 1

### SPOTTING OPPORTUNITIES – PART II

Each student is handed an envelope containing the name of a client.

Students are told that they are expected to develop ideas of topical, strategic and commercial opportunities for their client during the rest of the year.

We explain that we are launching a page on the School Blog for topical ads, and that we want to try to upload a topical ad as often as possible (ideally, daily). Explain that the student who's topical ads get the most views over the year will receive a very special prize.

Introduce the concept of Ideapreneur, offering to invest in any commercial ideas presented by students at any time during the course – both financially, and through the support of the mentor network.

Students spend the rest of the day working on their briefs.

Reflection at 4 PM

# Week 9

4 November 2013

Monday

Town Hall

1,000 Scamps

We set students a one-day brief – to produce a poster campaign.

They spend all day scamping.

5 November 2013

Tuesday

Town Hall

Students present their best scamps

10.30 AM

Shekhar shares a master class on Strategy

12 PM

We set students an advertising brief

6 November 2013

Wednesday

10.30 AM

Ian shares a master class

# 7 November 2013

## Thursday

### Town Hall

Marc shares a master class on 6 Hat Thinking

12 PM

Chris shares a master class on copy

# 8 November 2013

## Friday

### Town Hall

We show the Don Draper Kodak video

3 PM

Students present their work on the advertising brief

4 PM

Reflection

# Week 10

11 November 2013

Monday

Town Hall

We set students their first 2-Week Advertising Brief (PB1). This is the first advertising brief that they must submit through video.

We spend the rest of the day running WIPs on Inspiring Videos

12 November 2013

Tuesday

Town Hall

Rob shares a master class on Scamping for Campaigns

We spend the rest of the day running WIPs on the Politics Brief

13 November 2013

Wednesday

Town Hall

Rewritten briefs for PB1 must be in Google Drive by Town Hall.

Toufic shares a master class at Town Hall

We spend the rest of the day running WIPs on PB1.

# 14 November 2013

## Thursday

### Town Hall

Book Club – discussing The Tipping Point

Students spend the rest of the day working on their briefs.

# 15 November 2013

## Friday

Students spend the day working on their briefs.

4 PM

Reflection

# Week 11

18 November 2013

Monday

Town Hall

Chris shares a master class on copy

Students spend the day working on their briefs.

We run WIPs all day on PB1

19 November 2013

Tuesday

Town Hall

Ian shares a master class

Students spend the day working on their briefs.

20 November 2013

Wednesday

**MARC IS WITH SUP DE PUB AT SCA**

Our students spend the day out of school, visiting the Ad Museum.

21 November 2013

Thursday

Students spend the day working on their briefs.

We run WIPs all day on PB1

21 November 2013

Friday

**Marc is leaving early to go to an event**

Students spend the day working on their briefs.

## Week 12

25 November 2013

Monday

Town Hall

We show the students videos from PB1. Peer review for feedback.

We set students their second 2-Week Advertising Brief (PB2). Again, they must submit through video.

We spend the rest of the day running WIPs on Inspiring Videos

26 November 2013

Tuesday

Town Hall

Rob shares a master class on Brand Identity.

We spend the rest of the day running WIPs on the Politics Brief

# 27 November 2013

## Wednesday

**MARC IS WITH SUP DE PUB AT SCA**

Town Hall

Toufic shares a master class.

Students spend the rest of the day working on their briefs.

# 28 November 2013

## Thursday

Town Hall

Rewritten briefs for PB2 must be in Google Drive by Town Hall

Book Club – discussing Nudge

Students spend the rest of the day working on their briefs.

# 29 November 2013

## Friday

Students spend the day working on their briefs.

4 PM

Reflection

# Week 13

2 December 2013

Monday

Students spend the day working on their briefs.

3 December 2013

Tuesday

Students spend the day working on their briefs.

4 December 2013

Wednesday

**MARC IS WITH SUP DE PUB AT SCA**

Students spend the day working on their briefs.

5 December 2013

Thursday

Students spend the day working on their briefs.

7 PM

Party

6 December 2013

Friday

Students spend the day working on their briefs.

4 PM

Reflection

# Week 14

9 December 2013

Monday

Town Hall

We show the students videos from PB2. Peer review for feedback.

We set students their third 2-Week Advertising Brief (PB2). This time, they don't need to present with video.

We spend the rest of the day running WIPs on Inspiring Videos

10 December 2013

Tuesday

Town Hall

Rob shares a master class on Taking Campaigns Online.

We spend the rest of the day running WIPs on the Politics Brief

11 December 2013

Wednesday

**MARC IS WITH SUP DE PUB IN PARIS**

Students spend the day working on their briefs.

**28 November 2013**

Thursday

Town Hall

Rewritten briefs for PB3 must be in Google Drive by Town Hall

Book Club – discussing Thinking Fast And Slow

Students spend the rest of the day working on their briefs.

**13 December 2013**

Friday

Students spend the day working on their briefs.

4 PM

Reflection

**14- 15 December 2013**

Saturday - Sunday

Hack Weekend

# Week 15

16 December 2013

Monday

Town Hall

Students present their work on The Politics Brief

Students spend the rest of the day working on their other briefs.

17 December 2013

Tuesday

Town Hall

Students present their work on Inspiring Videos

Students spend the rest of the day working on their other briefs.

18 December 2013

Wednesday

**MARC IS WITH SUP DE PUB AT SCA**

Students spend the day working on their briefs.

19 December 2013

Thursday

2 PM

Students present PB3

We set Christmas Holiday assignments and head to the pub to celebrate end of Term 1

