Utah Stay-cation

Overview: Thousands of dollars are spent every year promoting Utah as a vacation destination. The majority of that money is spent in advertising in other states and countries around the world. Tourists come to Utah and spend millions of dollars while visiting our great state. Meanwhile, other states and countries lure our Utah residents to benefit from our spending. What if we were to get people who live in Utah to stay in Utah for their vacation? In this two day project, you will choose a vacation spot in Utah and create an advertising campaign. Each student team will be developing a campaign to present for peer review.

Essential question: Can we get Utah residents to stay in Utah and spend their tourist dollars here instead of somewhere else?
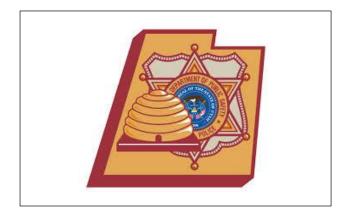
Day 1

___ Watch Stay-cation movie trailer as a class

___Review rules of brainstorming:

- Defer judgement
- Encourage wild & exaggerated ideas
- Go for volume, quantity not quality
- One conversation at a time
- Build on ideas of others
- Stay on topic

___ For 10 minutes each group will brainstorm ideas of stay-cations in Utah. One person will scribe for the group. Be sure to share places with which you have personal experience. Think outside the box. Think smaller, less popular locations.

If you would rather do your work solo, let Ms Emily know during the first part of day 1

___ After your brainstorm session, select 2-3 of your favorite possibilities and narrow it down to one as a team.

___ Record your final vacation location: _____
The same location cannot be repeated in a class. So stake your claim.

___ Research the location you have chosen. Get to know as much as you can about it. Complete the research worksheet. Research beyond your worksheet so that you know as much as possible.

Day 2

___ Create 3-6 ads for their STAY-cation location. A campaign should consist of at least three ads from three different categories listed below:

Billboard	sidebar ad	Commercial	YouTube Video
Internet pop up	Social media ad	Television	Newspaper ad or
ad Internet	Radio	Commercial	article

___When you have your ads, you will need to have another group review your ad and give feedback. Implement any helpful feedback to improving you campaign.

___ Be prepared to answer questions about your claims you offer in you ad.

___ Finalize the project by brainstorming all of the occupations you would encounter while on your Stay-cation. List them here:

_____

_____

_____

_____

Name: _____   Period

Rubric and Checklist for Project-Based Learning Presentation

Student or Team being Reviewed: _____ STAYcation Location _____

_____

Presentation Completeness Checklist

	Accomplished Yes/No	Comments
Between three and six advertisements for one location in Utah created.		
Advertisements in at least 3 different categories represented.		
Research information is represented in the ad campaign. (Not necessarily in each ad, but the combination of all ads should have all research information.)		
Marketing concepts were used to create attractive ads that grab Attention, create Desire, spark Interest, and cause audience to take Action (AIDA)		
Peer Reviews were done by at least 1 other student/team. Feedback was used to revise advertisements. (Peer review rubric should be submitted.)		
Advertisements use a good combination of graphics and text to get and keep the customer's attention.		
Text in the advertisements is easy to read (colors, font, size, etc.)		
Graphics are clear and free of watermarks, pixilation, and are not stretched or otherwise obscured.		
Colors in the advertisements are high contrast so that it draws attention. Text is always in colors that are easy to read on the background.		

Name: Period

Rubric for Project-Based Learning Presentation

Team Criteria	4 = Exemplary	3 = Adequate	2 = Developing	1 = Inadequate	Comments
Completeness	The presentation addressed all nine areas for completeness	The presentation addressed all 7-8 areas for completeness	The presentation addressed all 5-6 areas for completeness	The presentation addressed all 0-4 areas for completeness	
Organization	Demonstrates full knowledge by answering all class questions with explanations and elaboration. Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence.	Is at ease with expected answers to all questions, without elaboration. Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions.	Is uncomfortable with information and is able to answer only rudimentary questions. Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence	Does not have grasp of information and cannot answer questions about Subject. Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions.	
Delivery	All team members hold the attention of entire audience with the use of direct eye contact, seldom looking at notes. Demonstrates strong enthusiasm about topic during entire presentation. All speak with fluctuation in volume and inflection to maintain audience interest and emphasize key points.	Most of the team members consistently use of direct eye contact with the audience, but still returns to notes. Shows some enthusiastic feelings about topic. Most speak with satisfactory variation of volume and inflection.	Few members of the team display eye contact with the audience, while reading mostly from the notes. Shows little or mixed feelings about the topic being presented. Team members speak in uneven volume with little or no inflection.	No one on the team holds no eye contact with the audience, the entire report is read from notes. Shows no interest in topic presented. Members speaks in low volume and/or monotonous tone, which causes audience to disengage.	
Use of Time	The team finished in the allotted time.	Team was close to time limit.	Team was way under or way over time.	Team was not prepared.	