Restaurant Design & Advertising

Overview

In this unit, students work in groups to design restaurants and advertising campaigns. Using a project based learning approach, the various skills addressed are more meaningful because they are placed in a context that is both realistic and motivational. Some of the skills students gain include more advanced word-processing, use of computer graphics, awareness of marketing and advertising techniques, and awareness of careers.

Lesson 1:
Aim: Project Introduction and Selection of a restaurant
Goal: Students will be able to distinguish key characteristics of restaurants
Assessment: Each group identifies cuisine, theme, and style of service for their restaurant

Students will work in small groups to brainstorm the different types of restaurants by cuisine or theme and style of service (fast food, buffet, table service, counter service). Ideas will be shared by the whole class. Each group will decide on a cuisine and style of service for their restaurant.

Homework: Who works at a restaurant? What are their different jobs? How much do you think they earn? Potential answers: chef, short-order cook, owner, manager, bus boys, dishwashers, waiters/waitresses, hostess, bookkeeper.

Start collecting restaurant information: menus, placemats, ads, etc.

Lesson 2: Theme, name
Aim: Select a name and theme for your restaurant
Goal: Students will understand that restaurants are positioned to attract customers
Assessment: Restaurant description

Students will examine themes of restaurants printed from the internet. The class will discuss how different restaurant names convey a message about the establishment. Each team will select a name and brainstorm the theme

description. One student will become responsible for writing a paragraph describing the theme.

Preparation (HW): List as many slogans as you can think of. For example, McDonald's is "i'm lovin' it." Slogans aren't limited to restaurants.

Lesson 3:
Aim: Slogan and jingles
Goal: Students will understand that slogans and jingles are used to manipulate/motivate consumers
Assessment: each team creates a slogan for the restaurant

Lesson will start with a game in which students take turns giving the jingles or slogans of various companies. The person who can stay in the game longest wins.
Class discusses the purposes of slogans: memorable, motivating, positioning, competition (we're #1) etc.

http://advertising.utexas.edu/research/slogans/index.asp

Activity: Teams brainstorm and decide on their own slogans.

Homework: Each student should bring in at least 2 logos taken from advertisements or packages. They must attach them to a sheet with their name.

Lesson 4:
Aim: Understanding Logos
Goal: Students will be understand logos as a graphic expression of a corporate identity
Assessment: Each team will develop/select a logo for the project

The teacher will present 3 different aspects of corporate logos: graphic elements, font, and color

A good logo:

- is simple
- looks good in black and white

- looks good in small size
- looks good appearing in a variety of situations (i.e. on products, in advertising, etc.)
- usually includes the name of the company
- communicates the image the company wants to project, as part of a marketing and brand management strategy
- is instantly recognizable
- evokes some sort of emotional response

What is an advertising agency? What are the different jobs people have? Account executives, graphic designers, copywriters, traffic managers, media buyers, accountants.

Lesson 5:
Aim: Designing Logos
Goal: Students will learn how to use the graphic tools in Word
Assessment: Students use the skills to design logos and will later apply them in creating other advertising materials

 Instruction will be provided in manipulating graphic objects including: drawing tools, text wrap, alignment, order, and grouping.
On the computers students will design logos for the restaurant. Students will be required to specify the font, color, and, for graphics, the source. This will enable team members to consistently use the same logo elements for subsequent aspects of the project. Students may work together in small groups. If enough computers are available, several efforts may be made within a team and the team will select one.

Lesson 6:
Aim: Menu Research
Goal: Students will use the internet to locate menus
Assessment: Groups will produce menus
Using computers, students will research menus that are similar to the style of restaurant they are planning. Each team will be permitted to print up to 5 menus. (Restaurant Row website)

Lesson 7:
Aim: Menu planning

Goals: Students will organize dishes by course and price appropriately for their restaurant's positioning
Assessment: groups produce menus

Working in groups, they will plan a menu that will include a minimum of appetizers and salads (5), entrees (8), desserts (5), and beverages (5). Note: teams who select a restaurant type for which framework isn't appropriate may discuss alternatives with teacher. Students must specify prices for menu items and be able to justify the price.

Lesson 8:
Aim: Menu design workshop
Goal: Students learn advanced word processing skills
Assessment: Students apply skills to producing menu

Teams may select representatives to attend the menu design workshop or all may attend. Students will be taught to use columns, text boxes, and more advanced tabs to align by decimal point.

Lesson 9:
Aim: Evaluating Restaurant Advertising
Goal: Students will recognize the elements typically included in print ads
Assessment: Teams will produce one or more print ad, including elements and applying graphics and desktop publishing skills learned earlier

Students will examine examples of restaurant print advertising to determine the typical elements that are included. Teams may select representatives to attend the advertising design workshop or all may attend. Other students may be completing work on menus and restaurant descriptions.

Lesson 10:
Aim: Additional Marketing Materials
Goal: Students will recognize the variety of media used for marketing
        Students will apply graphic/desktop publishing skills
Assessment: Teams will produce assorted marketing materials
Class discussion on the different types of marketing materials typically used in or by restaurants: mailers, coupons, placemats, tents, t-shirts, etc. Teams decide the types of pieces and who will produce them.

Lessons 11-13

Aim: Design Restaurant Floor Plans

Goal: Students analyze restaurant floor plans

Students create floor plans for their restaurants

Students apply computer graphics skills

Assessment: Students produce floor plans reflecting the practical requirements of restaurants.

Students are introduced to real blueprints of a building and floor plan designs for restaurants. The class discusses features such as entries, seating, kitchens, restrooms, traffic flow, etc. In teams, they discuss designs for their particular restaurant. In the computer lab, they are given appropriate instruction to produce their floor plans.

Lessons 14-16:

Aim: Production/Prepare for presentations

Goal: Students work cooperatively in teams, taking responsibility for accomplishing assigned goals

Assessment: presentations

Students will use these days to complete their work and prepare to present them to the class.

Lessons 17-18:

Aim: Presentations/Celebration

Goal: Student will make convincing presentations of their work

Assessment: presentation is culminating assessment

Teams present their restaurant designs and campaigns. They may bring food samples. Presentations are rated for their effectiveness.

Standards

CDOS – 1, 2, 3a

Technology 5.3

ELA 1, 4