|  |  |  |  |
| --- | --- | --- | --- |
| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: Color Psychology in Marketing** | | | |
| **Instructor:**  **Pettra** | **Students Competency Level:**  **Upper Intermediate** | **Number of Students:**  **12** | **Lesson Length:**  **60min** |
| **Materials:**   1. Board and Markers 2. ‘Logo Color’ Power Point File   - Red Color and Brand Logos  - Blue Color and Brand Logos  - Green Color and Brand Logos  - Yellow Color and Brand Logos  - Black Color and Brand Logos  - Multicolor Color and Brand Logos  3. Pre-Activity Worksheet ‘What Does Each Color Represent?’  4. Main Activity-‘Color Psychology in Marketing’ Reading Worksheet  and After Reading Worksheet ( Questions and vocabulary)  6. Post-Activity ‘Color Your Logo’ Worksheet  And Colored Pencils | | | |
| **Aims**: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Improve Ss listening skill by listening to T’s introduction, questions and ICQ-CCQs and listening to other Ss statements during activity and group discussion. * Improve Ss speaking skill by responding to T’s questions, participating in group discussion and presenting. * Improve Ss reading skill by reading the work sheet. * Improve Ss writing skill by completing ‘after reading work sheet’ | | | |
| **Language Skills**: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * ***Reading***: **(Where did reading occur in the lesson?)**   Text and Worksheets   * ***Listening***: **(Where did listening occur in the lesson?)**   T instruction and explanation, discussion   * ***Speaking***: **(Where did speaking occur in the lesson?)**   Ss respond to T’s questions, CCQs and questions, presentation and discussion   * ***Writing***: **(Where did writing occur in the lesson?)**   Completing after reading worksheet | | | |
| **Language Systems**: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * ***Phonology***: **(sound)**   Discussion, S-S talk, S-T talk   * ***Function***: **(situation)**   Associating colors in different aspects of marketing and psychology of people.   * ***Lexis***: **(meaning)**   Vocabulary and color meaning   * ***Gramma***r: **(language structure)**   Vocabulary about color psychology and marketing (vibes, billboards, psychology,  Evoke, convey, etc)   * ***Discourse***: **(communication)**   Discussion in pairs and groups | | | |
| **Assumptions**: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**   * All Ss will enjoy discussion and sharing their opinions. * All Ss are familiar with company logos * All Ss are familiar and like to discuss colors | | | |
| **Anticipated Errors and Solutions**: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**   * If Ss may not understand some words in the reading passage.   Solution: Provide example sentences.   * If some Ss are too shy to participate during the group discussion.   Solution: Encourage Ss to participate and give positive feedback   * If activity takes too long   Solution: give time warning   * If activity finishes too soon.   Solution: Give Ss more time for discussion | | | |
| **References**: Google Website  TESOL Classes and Textbooks | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| **Materials**:Board and Markers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 3 min  3 min  2 min | Whole  S-T  S-T | Ss listen carefully  Ss answer to T’s questions  S respond | <Lead in>  Talk about an interesting story on effects that colors have on human behavior.  Ask Ss “What color do you like?”  “Will you eat a steak if it is blue color?”  “Does color have an effect on human behavior?”  “Can you think of some brand logos that have red colors?” “Can you think of some brand logos that have blue colors?”  Now, let’s see the PPT together. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | | | | |
| **Materials**: - Board and Markers  - ‘Logo Color’ Power Point File  - Red Color and Brand Logos  - Blue Color and Brand Logos  - Green Color and Brand Logos  - Yellow Color and Brand Logos  - Black Color and Brand Logos  - Multicolor Color and Brand Logos  - Pre-Activity Worksheet ‘What Does Each Color Represent?’ | | | | | | |
| **Time:** | | **Classroom Set Up:** | | **Student Activity and Goals:** | | **Teacher Procedure & Instructions:** |
| 10min  5 min  4 min | | Whole  Group  Ss | | Ss see the Power Point  Ss as a group discuss and complete the worksheet.  Ss present what they have written. Ss answer T’s questions | | Elicit -what does each color represent through showing PPT slides.  Introduce ‘What does each color represent?’ worksheet and hand it out. Encourage brain storming.  Ask every group to present their answers on the worksheet. Ask why they chose the answer. |
| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | | | | |
| **Materials**:  **-** Board and Markers  - Main Activity-‘Color Psychology in Marketing’ Reading Worksheet  and After Reading Worksheet ( Questions and vocabulary) | | | | | | |
| **Time:** | **Classroom Set Up:** | | **Student Activity and Goals:** | | **Teacher Procedure & Instructions:** | |
| 8min  1min  7min  5min | Whole  Individual  Pair  Whole | | Listen to T. Receive text and read it carefully.  Ss get the worksheet.  Read and complete the work sheet. Ss ask some questions if they don’t know some words.  Check the answers each other. Groups share their thoughts and respond feedback to other groups. | | Introduce ‘Color Psychology in Marketing’ and hand out the text. Ask Ss to read the text.  Hand out work sheet. Put Ss in pairs to complete worksheet together.  Let Ss read and complete the work sheet in pairs. Facilitate S-T, S-S interactions.  Ask each pair to share their answers to the questions. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| **Materials**:   * Board and Markers * Colored pencils * Post-Activity Worksheet ‘Color Your Logo’ | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2min  7min  5min  2min  1min | Whole  Group  Group  Group  Whole | Ss receive worksheet and listen to T  Ss discuss and color their logo with colored pencils  *\* Happens twice*  Every member of the group show their logo and explain why they chose the color  *\* Happens twice*  Ss give feedback  Ss say good bye | T introduces ‘Color Your Logo’ worksheet and gives instructions. Divide students in 2 groups.  T observes group work. T facilitates and encourages Ss.  *\* Happens twice*  T listens and corrects critical errors if needed.  *\* Happens twice*  Encourage Ss to give positive feedback about the other team’s presentation  Wrap up the class. |

|  |  |  |
| --- | --- | --- |
| BLUE | BLACK | YELLOW |
|  |  |  |
| RED | ORANGE | MULTICOLOR |
|  |  |  |

**Color Psychology in Marketing**

Humans are very visual by nature, which means we respond intensely to color. While there are exceptions in persons with color blindness or other vision issues, at least 80 percent of the population would characterize themselves as visual. The remaining five to twenty percent experience the world with a more kinesthetic or auditory nature, but color still has an impact.

We live in a visual world, and Western society in particular is very visually-driven. From television to the Internet to billboards and print material, visual media is a major driver of our culture. The world of industry has been aware of this since the rise of the modern economy, and the advertising and marketing fields developed shortly after.

One of the strongest components of marketing is color psychology. Colors evoke emotions, send bold or subtle messages, brighten things up, or take an inspiring message to new heights of impact. While each human being is different, there are some consistencies when it comes to how we respond to color. There can be individual or cultural exceptions, but for the most part, the following psychology comes into play when selecting colors for logos, branding and advertising content:

**Reliable, Dependable Blue**

Marketers are aware that blue is the favorite color of most people around the world. This preference even transcends cultural upbringing. However, blue also has a calming and sedating effect. It is the color of the sky, the ocean and other bodies of water.

Beyond its atmospheric and oceanic connections, blue also conveys the qualities of professionalism, reliability and strength. Because of this, many corporations and technology companies use blue in their logos and advertising materials. Brands that sell cars, machines and appliances gravitate toward blue as well, but it can help to convey trustworthiness for just about any brand.

**Making the Heart Beat Faster with Red**

Red is known as the most stimulating color on the color wheel. It actually causes human pulse rates to rise measurably when they see it. The feelings and associations evoked include excitement, love, passion, urgency, hunger, and sexual energy.

Red is also connected with Valentine’s day, red lights and stop signs. Red is attention-grabbing, and savvy marketers know how to parlay this active reaction into excitement for a brand, product, or marketing event.

**Promoting Positive Vibes with Yellow**

Yellow is connected with the sun and with bright spring flowers. It is an inherently cheerful color that most people associate with optimism and happiness. Deeper shades of yellow conjure up images of gold and riches. Marketers use yellow to raise the energy around a company or product, and it appeals to kids as well as the Moms who shop for them.

**Enthusiastic, Confident and Creative Orange**

The color orange doesn’t quite make the same impact as red, but it is still assertive and undeniable. Warm colors generally stir up positive emotions, and orange is no exception. It is positive, kid-friendly, and can help to generate buzz and enthusiasm about a product or service.

**Green for Eco-Friendly Vibes**

Green is often favored by companies that are connected with the environment, and with good reason. Green is the main color viewed in nature, and it is the most sedating and relaxing color on the spectrum for most human beings. Green can also convey growth; however, the darker shades are often associated with money and financial institutions.

**Mystical, Spiritual, Regal Purple**

Purple is associated with royalty, wealth, and mysticism. It is connected with the seventh or crown chakra in new age circles – the chakra of spirituality. Businesses that aren’t in the mainstream often use purple with effectiveness, as making this color prominent sets logos and marketing materials apart. Purple is also associated with creativity, wisdom and exploring new frontiers.

**Down to Earth Brown**

Brown is considered an earth tone and is a grounding, masculine color. Business that wish to convey a trustworthy, pragmatic, and reliable image are drawn to this hue. It can also be paired with green for businesses connected with the earth or environment.

Human beings have strong responses to color, so it’s no surprise that marketers use them strategically in branding and advertising campaigns. Being aware of the effects of color psychology can help anyone to navigate the visual stimuli around them and make more informed choices.

**After Reading Worksheet**

**Reading Questions**

Q1. What is the most important part in marketing?

Q2. Do you think color is important in marketing? Why?

Q3. What color would you choose for your kid? Why?

Q4. What color would you choose to represent a family? Why?

Q5. What color would you choose to represent peace? Why?

Q6. What color represents masculinity?

Q7. What are the visual ways of marketing?

**Vocabulary Questions**

1. The word ‘savvy’ in the text is closest in meaning to
2. Experienced and knowledgeable
3. Like to speak
4. greedy
5. The word ‘vibe’ in the text is closest in meaning to
6. Sells
7. Vibration
8. Mood
9. The word ‘evoke’ in the text is closest in meaning to
10. Prevent
11. Divide
12. To call up
13. The word ‘kinesthetic’ in the text is closest in meaning to
14. Capable of being or becoming
15. To the sense of hearing
16. Sense that detects bodily positions
17. The word ‘pragmatic’ in the text is closest in meaning to
18. Not practical
19. Solving problems in a realistic approach
20. Thinking of the problems to be solved
21. The word ‘assertive’ in the text is closest in meaning to
22. Tending to ease pain
23. Confident in behavior or style
24. To leave service and duty

POST ACTIVITY- ‘COLOR YOUR LOGO’

|  |
| --- |
| IFDS-Logo-PMS295-2.png |
| 68eeca8b47b173c3f13b55022f8191d5.jpg |

POST ACTIVITY- ‘COLOR YOUR LOGO’

|  |
| --- |
| APSLogo_2color-1.gif |
| niiw-logo-black-symbol.jpg |