



Arbeitsform:
Du kannst diese Aufgabe alleine
oder mit einem Partner/einer
Partnerin machen. Beachte dabei
die Anweisungen deines Lehrers/
deiner Lehrerin.

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SCHOKO-WERBUNG

Du hast sicher schon oft Werbung für Schokolade gesehen, in Supermarktbrochüren, im Internet und im Fernsehen. Bei Werbung ist es immer interessant, sich zu fragen, an wen sie sich richtet, d.h. welche Kundengruppe hier angesprochen wird.

Verschiedene Zielgruppen sind:

- Käufer, die Luxusprodukte suchen
- Eltern, die auf die Gesundheit ihrer Kinder achten
- Menschen, die auf ihre Figur achten
- Menschen, die nicht zu viel Geld ausgeben möchten
- Kinder
- Jugendliche
- Menschen mit Speiseallergien oder Unverträglichkeiten



1 Sieh dir die folgende Werbung an:
https://image.kurier.at/images/cfs_932w/4043493/magnum_ruby.png
Welche Zielgruppe wird deiner Meinung nach hier angesprochen?

Warum denkst du das?

2 Verwende nun eine Suchmaschine wie Google Images und gib den Suchbegriff
"Werbung Schokolade" ein. Sieh dir die Bilder an.



SCHOKOLADE

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SCHOKO-WERBUNG

3 Such dir drei verschiedene Marken Schokolade aus (wie z.B. Kinder-Schokolade, Milka, Ritter Sport, etc.) und schau dir die Werbungen genauer an. Fülle die folgende Tabelle aus:

	Marke 1	Marke 2	Marke 3
Marke der Schokolade			
Welche Farben werden in der Werbung benutzt?			
Was fällt an dem Bild auf? (Foto, Zeichnung, Menschen etc.)			
Gibt es einen Werbespruch? Wie lautet er?			
Wie sieht die verwendete Schrift aus? (groß, klein, bunt etc.)			
Wer ist wohl die Zielgruppe dieser Werbung?			



SCHOKOLADE

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SCHOKO-WERBUNG

4 Jetzt bist du dran: Du bekommst den Auftrag, Werbung für ein neues nachhaltig produziertes Schokoprodukt zu entwerfen. Bearbeite die folgenden Schritte:

- a. Erfinde einen Namen für dein Schokoprodukt
- b. Überlege dir: Was macht dein Produkt so besonders? Mache dir hier Notizen:
- c. Denke dir einen Werbespruch für dein Schokoprodukt aus:
- d. Welche Farben, Bilder und Schriftart möchtest du verwenden? Mache dir hier Notizen:
- e. Überlege dir, welches Format und Medium du für die Werbung verwenden möchtest: Poster, Flyer, Radioreklame, Video?
- f. **Gestalte nun die Werbung und reiche sie zusammen mit diesem Bogen ein.**



SCHOKO-WERBUNG

BEURTEILUNGSRUBRIK

CRITERIA	4 (EXCELLENT)	3 (GOOD)	2 (ACCEPTABLE)	1 (POOR)
TASK Accomplishment of the given task	Student has accomplished all parts of this task completely and correctly.	Student has accomplished most parts of this task completely and mostly correctly.	Student has accomplished some parts of this task completely and to some degree correctly.	Student has accomplished few parts of this task completely and to a small degree correctly.
CONTENT Depth of content, relevance of information, and use of sources and citations (if applicable)	Student shows a profound understanding of the content of the task and has chosen relevant information in a well-structured way. Uses diverse and relevant sources. Citations are completely accurate (if applicable).	Student shows understanding of the content of the task and has chosen mostly relevant information in a mostly structured way. Uses some sources of relevance. Citations are accurate (if applicable).	Student shows some understanding of the content of the task and has chosen some relevant information which is sometimes presented in a structured way. Uses few sources of relevance. Citations lack accuracy (if applicable).	Student shows little understanding of the content of the task and has chosen little relevant information in a mostly unstructured way. Does not use sources of relevance. Citations are missing or inaccurate (if applicable).
LANGUAGE Correctness & Vocabulary	Student uses language correctly, including grammar, spelling, and incorporates a wide variety of new vocabulary.	Student usually uses language correctly, including grammar, spelling, and incorporates some new vocabulary.	Student has multiple problems with language usage and/or uses little new vocabulary.	Student makes many errors in language usage which impede understanding. Does not incorporate new vocabulary.
IDEA AND FORM Originality, creativity, use of media and visuals (if applicable)	Student has chosen a creative and original approach. Has a well thought out visual presentation that shows much effort, creativity and attention to detail (if applicable). Uses appropriate media and/or materials (if applicable).	Student has to some extent chosen a creative and original approach. Has a thought-out visual presentation that shows effort, creativity and attention to detail (if applicable). Uses mostly appropriate media and/or materials (if applicable).	Student has to little extent chosen a creative and original approach. Has a partially thought out visual presentation that shows minimal effort, creativity and attention to detail (if applicable). Has thought little about the use of appropriate media and/or materials (if applicable).	Student has not chosen a creative and original approach. Does not have a well thought out visual presentation that shows effort, creativity, attention to detail (if applicable). Has not thought about the use of appropriate media and/or materials (if applicable).
PRESENTATION (only for speaking tasks)	Student speaks smoothly, clearly and without hesitation. For classroom presentation: Has acceptable volume and consistent eye contact. Engages audience.	Student speaks relatively smoothly, clearly and with little hesitation. For classroom presentation: Has acceptable volume and some eye contact. Somewhat engages audience.	Student has some pauses. Occasionally looks at notes/slides, etc. For classroom presentation: Volume is inconsistent. Eye contact is inconsistent. Partially engages audience.	Student hesitates frequently and speech is very choppy. Reads from notes/slides, etc. For classroom presentation: Volume inappropriate. Eye contact lacking. Audience not engaged.