It Pays to Advertise, But What Are You Advertising?
Creating an Impression

OBJECTIVE
The objective of this lesson is for cadets to understand how one dresses can make an impression.

ATTENTION STEP
Have you ever heard the saying, Pays to Advertise? What do you think is meant by this saying?

MOTIVATION STEP
You are all familiar with advertising. You have seen it on television, on bill-boards, in newspapers, in magazines and even seen advertisements painted on the sides of buses. Many companies give out tee shirts with their company slogans and logos on them. Even CAP has tee shirts.

OVERVIEW
During this character development session, we will:
• Read the case study.
• Discuss the facts, assumptions, challenges and solutions (FACS) of the case
• Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
• Record what you’ve learned.

BODY
The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY
“Advertise” is defined as; –verb (used with object)
1. to announce or praise (a product, service, etc.) in some public medium of communication in order to induce people to buy or use it: to advertise a new brand of toothpaste.
2. to give information to the public; announce publicly in a newspaper, on radio or television, etc.: to advertise a reward.
3. to call attention to, in a boastful or ostentatious manner: Stop advertising yourself!

REMTIVATION
If you decide to wear a tee shirt, a jacket or other article of clothing with something written on it ask yourself, “What am I advertising and do I really want to be associated with the message?”

CLOSING
“What kills a skunk is the publicity it gives itself.”
- Abraham Lincoln

“You can tell the ideals of a nation by its advertisements.”
- Norman Douglas
CASE STUDY

Summer was coming to an end and the cadets of the Mustang Composite Squadron wanted to hold an outdoor party before school started. The cadets selected Waterfront Park for the location. The cadet staff made the plans for the party and invited the senior members to join them. The staff wanted to play volleyball and frisbee golf so they decided on casual dress. The plan was finalized and the Cadet Commander presented the plan to the Squadron Commander. He approved it and committed the senior members to providing the hot dogs and hamburgers.

On the appointed day the plan came together. Everything was set up just as planned and all was going well until Cadet Tom Edison showed up with his girlfriend, Cadet Lindsey Hilton. Cadet Hilton was wearing denim shorts with a number of tattered holes. She also wore a tee shirt with, “I may not be perfect but parts of me are pretty awesome,” written on it. A couple of male cadets were standing together when Edison and Hilton walked by, and they started talking among themselves and laughing. Cadet Edison could not make out all that was said but he did hear one of them say something about Hilton advertising her “awesome parts.” Hilton giggled at the comment but Edison got angry and went over to the two cadets. Angry words were exchanged and a fight started. A crowd gathered around the fighters, but senior members arrived quickly and broke up the fight.

This incident put a damper on the mood of the get-together and what had been a happy gathering broke up on a sour note.

SOLO PILOT

1. Do messages on tee shirts and jackets effect the way we judge the wearer and why? (Consider the rights of freedom of speech.)
2. Why do you think Cadet Hilton dressed the way she did?
3. What was your impression of her?

PILOT

1. Could this situation have been avoided and if so how?
2. Who do you think was most at fault for this situation and why?

TEST PILOT

1. If you were the Cadet Commander or the Squadron Commander, how would you advise other cadets about what they wear in public?