



## CULTURE MARKETING CAMPAIGN SUB-SAHARAN AFRICA

### LESSON INFORMATION



Subject Area: World Geography



Grade Level: Grade 9



Time Frame/Duration: six 55-minute classes (Lesson can be shortened and/or some work can be assigned outside of class)

### OVERVIEW OF LESSON

Students will act as researchers for a company to create an infographic about a country in Sub-Saharan Africa. Using student-created infographics, students will participate in a gallery walk to determine the cultural patterns of Sub-Saharan Africa. Then they will use this information to come up with a plan for a marketing campaign to launch a new product in the region.

### LEARNING OUTCOMES

By the end of this lesson, students will be able to

1. Describe the elements of culture of Sub-Saharan Africa.
2. Describe patterns of culture that make Sub-Saharan Africa distinctive.

### ESSENTIAL / GUIDING QUESTIONS

*What are the questions being asked and potentially answered for this lesson?*

1. What are the elements of culture in Sub-Saharan Africa?
2. What are the cultural patterns in Sub-Saharan Africa that make this region distinctive?
3. How would the culture of Sub-Saharan Africa affect a marketing campaign?

### CONNECTION TO CURRICULUM / UNIT

This lesson is intended to be part of a 9<sup>th</sup> grade World Regional Geography course in a unit on Sub-Saharan Africa.

It could easily be modified to fit 6<sup>th</sup> World Cultures or AP Human Geography and could also be adapted for another world region.

This lesson is intended to be integrated into the Sub-Saharan Africa unit. It does not have to be completed in consecutive days and can complement the learning objectives of other lessons in the unit, particularly economic geography.

### BASIC TERMS AND VOCABULARY

*Christianity \* culture \* consumer \* custom \* distinctive \* formal region \* infrastructure \* institution \* Islam \* landmark \* landscape \* literacy rate \* region \* Sub-Saharan Africa \* taboo*

### POWERFUL GEOGRAPHY FOCUS

Career Categories: Marketing and Advertising, Management, Sales, Business

### KEYWORDS

6-day lesson, advertising, business path, creative path, culture, formal region, high school, marketing, middle school, powerful geography, region, Sub-Saharan Africa

**GEOGRAPHIC SKILLS**

- Asking Geographic Questions
- Acquiring Geographic Information
- Organizing Geographic Information
- Analyzing Geographic Information
- Answering Geographic Questions

**ADDITIONAL INFORMATION**

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 Developed by Stacie Aguiree

**STANDARDS (STATE AND/OR NATIONAL)**World Geography Studies (Texas Essential Knowledge and Skills Standards)

- (9) *Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:*
  - (A) identify ~~physical and/or~~ human factors such as ~~climate, vegetation,~~ language, ~~trade networks, political units, river systems,~~ and religion that constitute a region; and
  - (B) describe different types of regions, including formal, ~~functional, and perceptual~~ regions.
- (16) *Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:*
  - (B) describe elements of culture, including language, religion, beliefs, institutions, and technologies.
- (17) *Culture. The student understands the distributions, patterns, and characteristics of different cultures. The student is expected to:*
  - (A) describe and compare patterns of cultures such as language, religion, land use, education, and customs that make specific regions of the world distinctive.
- (21) *Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:*
  - (D) analyze information by ~~sequencing, categorizing, identifying cause and effect relationships,~~ comparing, contrasting, ~~finding the main idea,~~ summarizing, making generalizations ~~and predictions,~~ drawing inferences and conclusions, and developing connections over time.
- (22) *Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:*
  - (A) create appropriate graphics such as ~~maps,~~ diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;
  - (B) generate summaries, generalizations, ~~and thesis statements supported by evidence;~~
  - (C) use social studies terminology correctly.
- (23) *Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:*
  - (A) ~~plan,~~ organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results.

**RESOURCE / MATERIALS NEEDED**

*For Students:*

- Computer/tablet/chromebook

*For Teachers:*

- [New product list](#) listed below under Day 5

*Optional* – Students could create posters by hand.

- [www.piktochart.com](http://www.piktochart.com)  
*Optional* – Any website that creates infographics or posters can be used. Piktochart is a free resource for students.
- ProQuest® Culturegrams -  
ProQuest® Culturegrams is a database of country, state, and province information that must be purchased for use. If the teacher does not have access to ProQuest® Culturegrams, they can provide other resources for students to research country information or have students find their own sources.
- [Marketing Campaign Task #1 Worksheet](#)  
One per student.
- [Marketing Campaign Task # 2 Worksheet](#)  
One per student or one per group, depending on teacher preference for completion of gallery walk.
- [Marketing Campaign Task #3 Worksheet](#)  
One per student or one per group, depending on teacher preference for group work.
- [Marketing Campaign Rubric](#)  
This can either be printed for each student or displayed in the classroom during instructions.

*Optional* - Teacher can assign a product to each group or allow groups to come up with their own product.

- [Marketing Campaign Task #1 Worksheet](#)  
One per student for grading purposes.
- [Marketing Campaign Rubric](#)  
One per student or one per group, depending on teacher preference for individual grade v. group grade.
- [“Exit Ticket” Rubric](#)  
This can either be printed for each student or displayed in the classroom during instructions.

#### **PEDAGOGICAL STRATEGIES**

- Students will engage in a Think-Pair-Share strategy to begin the lesson; information about how to lead this can be found at <https://www.kent.edu/ctl/think-pair-share> .
- Students will participate in a gallery walk; information about how to conduct a gallery walk can be found at <https://www.theedadvocate.org/how-to-implement-the-gallery-walk-teaching-strategy-in-your-classroom/> .
- Students will also complete an “exit ticket” as a closing product; information about exit tickets can be found at

#### **PRE-REQUISITE KNOWLEDGE**

It is assumed that students have already been introduced to formal regions and cultural elements and are able to define, identify, and describe each cultural element. Some understanding of the characteristics of religions, especially Christianity and Islam, is preferable.

<https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/classroom-assessment/entrance-and-exit> .

- As part of the “exit ticket” students will create a Venn Diagram; information about Venn Diagrams can be found at <https://www.theclassroom.com/use-venn-diagram-5117741.html>

## **LESSON DEVELOPMENT**

### **STARTING THE LESSON**

#### Day 1

Asking Geographic Questions: (5 mins)

- Display the question “What are the cultural characteristics that make Sub-Saharan Africa distinct?” and lead students in a [think-pair-share](#). Once classroom discussion is over, tell students that they will conduct research to identify the cultural patterns that make Sub-Saharan Africa a distinct formal region.

### **THE LESSON**

#### Day 1-3\*

Acquiring and Organizing Geographic Information: (160 mins)\*

- Introduce the project using the “[Marketing Campaign Task #1 Worksheet](#).” Students will use the worksheet, [www.piktochart.com](http://www.piktochart.com), and ProQuest® Culturegrams to create an infographic for a Sub-Saharan African country.

#### Teacher hints:

- Have students turn this assignment in at least one day in advance of the gallery walk so you have time to set up the gallery walk and can also collect any late work from students.
- Be sure to select major countries from each of the sub-regions of Sub-Saharan Africa so students get a holistic view of the region during the gallery walk.
- If the teacher has more than one section of World Geography, assign as many different countries from Sub-Saharan Africa as possible across the sections and use all infographics submitted by students for the gallery walk.

*\*A couple of options are possible if you need to minimize class time spent on this portion of the lesson.*

*a. This part of the lesson could be omitted altogether, and the teacher could provide country information for the gallery walk (see Day 4). If choosing this method, the online edition of ProQuest® Culturegrams, provides an “Infographic: Average Person” that could be used in the gallery walk IF supplemented with other information.*

*b. This could be introduced in class and all or some of it could be completed outside of class.*

## Day 4 & 5

Analyzing Geographic Information: (110 min)

### Day 4

- Prior to the lesson, hang student infographics (or teacher-supplied country information) around the classroom for the [gallery walk](#).
- Divide students into groups of 3-4 and give each student the "[Marketing Campaign Task #2 Worksheet](#)." During the gallery walk, have students take notes in the "Notes" column of the worksheet. Ensure students are moving around the room quickly enough to see all infographics with about 10 minutes left in class. During the last 10 minutes of class, have students complete the last column, "Region Commonalities" as a group.

### Teacher hints:

- Teacher can have students turn in their Task #2 worksheet to check students' understanding of the "Region Commonalities" column.

### Day 5

- Students will return to work with their group of 3-4 from the gallery walk day. Give each student or group the "[Marketing Campaign Task #3](#)" worksheet. Lead the class in a discussion of questions to consider for each of the cultural elements. (15 mins)

### Example questions to consider:

- Language: What language(s) will your campaign be in?
- Religion/Beliefs: Are there any religious taboos to avoid? Will you try to use religion to promote your product?
- Land Use: Would your product be useful for any of the common land use types? Are there any land use issues that could be solved by your product? Are there any landmarks or landscapes that you would use as a visual part of your campaign? Do the values of their land use align with the values of your product? (i.e. protecting the rainforest and being a "green" product)
- Education: How will the education levels of Sub-Saharan Africa affect your campaign? How many people are literate and would be able to read an advertisement? Does the education of people in Sub-Saharan Africa affect the language(s) they speak? Would their education affect the usefulness of your product? How do education levels affect the level of development of this region and its consumers?
- Customs: Are there any customs that would be enhanced by the use of your product? Could you use any of the customs to sell your product? Are there any taboos that you should avoid? Are there any actions that must be made in order to be considered polite?

- Institutions: Are there any institutions that consumers hold in great esteem that you could use in your advertisement? Are there any you should avoid? Could you collaborate with an institution to advertise?
- Technologies: What media will your campaign use? Newspaper, tv, internet, billboards, social media, etc.? Does this region have the infrastructure to support the media you are selecting? Are there any technology trends in this region that you could utilize in your advertisement?
- Once students have brainstormed questions to consider for their marketing campaign, students should work in a group to develop a marketing campaign for their new product. (40 mins)

*Note: Students will NOT actually be creating the campaign (i.e. commercial, billboard, etc.); rather, they are only developing the pitch to be presented to the class the following day.*

Teacher hints:

- Teachers have the option of assigning students to a product, or the teacher can allow each group to come up with their own product. Possible product list:
  - Shampoo
  - Soft drink
  - Tennis shoes
  - Furniture
  - Refrigerator
  - Cell phone
  - Restaurant
- Teachers should show students the “[Marketing Campaign Rubric](#)” so students know how their campaign will be evaluated. Stress to students that their campaign should be as detailed as possible and demonstrate that they understand how the cultural elements of the region affected their decisions in the marketing campaign.
- Teacher should circulate around the classroom and check for understanding while students are working in groups to make sure that they are making strong geographic connections with the marketing campaign.

**ENDING THE LESSON AND CLOSING PRODUCT**

Day 6

*Answering Geographic Questions: (55mins)*

- Students will present their campaign as a group to the class. Each group should take no more than 4 minutes for the pitch. (40 mins) After group presentations, have students complete the following two tasks for their “[exit ticket](#).” (15 mins) Teacher can use the “[Exit Ticket Rubric](#)” to evaluate student responses.
  - Describe the cultural patterns that make Sub-Saharan Africa a distinctive region. (paragraph)

- Create a [Venn Diagram](#) comparing the cultural patterns of Sub-Saharan Africa and Southwest Asia-North Africa.

Teacher hints:

- If Southwest Asia-North Africa has not been covered in class before this lesson, choose the previous region taught in class.

**DIFFERENTIATION STRATEGIES**

→ Preview Vocabulary List: [Marketing Campaign Preview Vocabulary](#)

→ Focused organizer for research: [Marketing Campaign Task #1: Focused](#)

→ Increase number of requirements on Infographic (see [extension section](#) for ideas).

→ Teacher could create an infographic template that students simply need to edit to fit their country.

→ ProQuest® Culturegrams has the ability to differentiate in a few different ways:

- Reading level: World Edition has more information and a more advanced reading level, while Kids Edition has more condensed information and a lower reading level.
- Auditory learners: There is an option to listen to the information being displayed on the screen.
- ELL learners: There is the ability to translate the information. (There is a disclaimer that the translation is for convenience only, but this could still be a useful tool.)
- Shortened assignment: Teacher could provide a printout of the Infographic: Average Person and have the student supplement by creating an infographic with only the missing pieces of information.

→ Give students the list of questions to consider for marketing campaign: [Marketing Campaign Questions to Consider](#)

→ Provide students with a list of cultural characteristics from Southwest Asia-North Africa (or the previous unit) to be used in the creation of the “exit ticket” Venn Diagram.

→ Frequent checks for understanding.

**EVALUATION AND ASSESSMENT**

→ Teachers can grade the infographic that students created. Teachers can use the last column of the “[Marketing Campaign Task #2](#)” worksheet to check for understanding as the students develop their knowledge and comprehension of Sub-Saharan Africa as a region.

Teachers will use the “[Marketing Campaign Rubric](#)” to evaluate each group’s marketing campaign. For a final individual evaluation, the teacher will use the “exit ticket” from Day 6; teachers will use the “[Exit Ticket](#)” Rubric.

**EXTENSION AND ENRICHMENT**

If desired, this lesson could be modified to cover the entirety of human geography in Sub-Saharan Africa. Economic, population, and political geography lessons could be included during the lesson, and

the country infographic requirements could be expanded to include these topics. Students could then be expected to consider this information when developing and presenting their market pitch. *If extending this lesson to include the whole of human geography, it would be best if students chose the product they are going to sell as this would require them to consider these topics in a deeper way.*

- Population geography:

**Infographic:** include information such as a population pyramid, population distribution map, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality).

**Campaign considerations:** How will the standard of living affect the consumers' ability to purchase your product? Will the dependency ratio affect the product you use? (More information about dependency ratios can be found at <https://www.cia.gov/the-world-factbook/field/dependency-ratios/>.) Is the population composition mostly young, middle age, or old? Which of these groups should you target with your advertisements? Will the population distribution affect where you advertise?

- Economic geography:

**Infographic:** Include information such as type of economic system, subsistence/commercial agriculture, cottage/commercial industries, level of development, types of economic activities (primary, secondary, tertiary, quaternary)

**Campaign considerations:** How does the type of economic systems affect how you will advertise? How does the level of development and predominate economic activities affect the types of products someone is likely to be able to afford in this region? Are there any products that could be useful in the types of economic activities occurring in this region? Would it be possible to manufacture your product in this region and would that help increase your company's profit?

- Political geography:

**Infographic:** Include information such as government type.

**Campaign considerations:** Are there countries in which the government type will provide more access or present a barrier to the marketing of your product? How will you take advantage of the access and/or handle the potential barriers?

## ACCOMPANYING WORKSHEETS



## Marketing Campaign Task #1

You are a marketing manager for a company that is looking to expand sales into other regions of the world, and company executives have determined that they will focus on Sub-Saharan Africa next. As part of the marketing team, you need to research the countries of Sub-Saharan Africa to learn about their culture and customs so that you and your team can use the information to create a marketing campaign to introduce your company's product in the region. Your team has decided that each of you will research one country and create a report to get started. Use the following instructions to create an infographic that you can share with your team.

*My country:* \_\_\_\_\_

Create an infographic with Piktochart that includes the following information about your country. *Be sure to include proper citations for your resources and avoid plagiarism.*

Requirements	Notes	Points
Country Name		/5
Language		/10
Religion/Beliefs		/10
Land Use		/10
Education		/10
Customs		/10
Institutions		/10
Technologies		/10
<i>At least <b>one</b> diagram, table, or graph that displays geographic information</i>		/6
<i>At least <b>two</b> pictures or icons that contributes to the reader's understanding</i>		/12
Report should be neat, organized, and concise		/7
		<b>Total:</b>  <b>/100</b>

## Marketing Campaign Task #2

Make notes about commonalities you see between the different countries so that you can customize the marketing campaign to the culture of Sub-Saharan Africa.

Element	Notes	Region Commonalities
Language		
Religion/Beliefs		
Land Use		
Education		
Institutions		
Technologies		

## **Marketing Campaign Task #3**

With your team, you will create a marketing campaign to encourage the consumers of Sub-Saharan Africa to buy your company's product. You will present this campaign to your class as a group and will be evaluated by how well your group demonstrates your understanding of Sub-Saharan African culture through your campaign.

*Our product:* \_\_\_\_\_

**Notes for Presentation**

## Marketing Campaign Rubric

Category	4	3	2	1
<b>Cultural Elements</b>	Marketing campaign demonstrates an <b>excellent</b> understanding of the cultural elements of Sub-Saharan Africa.	Marketing campaign demonstrates a <b>good</b> understanding of the cultural elements of Sub-Saharan Africa.	Marketing campaign demonstrates a <b>poor</b> understanding of the cultural elements of Sub-Saharan Africa.	Marketing campaign <b>does not demonstrate</b> an understanding of the cultural elements of Sub-Saharan Africa.
<b>Breadth of Cultural Elements</b>	Marketing campaign demonstrates that <b>all</b> cultural elements of the region have been considered.	Marketing campaign demonstrates that <b>most</b> of the cultural elements of the region have been considered.	Marketing campaign demonstrates that <b>only 1 or 2</b> of the cultural elements of the region have been considered.	<b>None</b> of the cultural elements of the region have been considered in the marketing campaign.
<b>Target Audience</b>	<b>All</b> elements of the marketing campaign are appropriate for the target audience and <b>fully consider</b> the culture of the region.	<b>Most</b> elements of the marketing campaign are appropriate for the target audience and <b>adequately</b> consider the culture of the region.	<b>Some</b> elements of the marketing campaign are appropriate for the target audience and <b>partially</b> consider the culture of the region.	The marketing campaign seems to have <b>no regard</b> for the target audience and <b>did not</b> consider the culture of the region.
	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does Not Meet Expectations</b>

### “Exit Ticket” Rubric

Category	4	3	2	1
<b>Cultural Patterns (Paragraph)</b>	Student demonstrates an <b>excellent</b> understanding of the cultural patterns of Sub-Saharan Africa by giving <b>accurate detailed</b> information about the culture.	Student demonstrates a <b>good</b> understanding of the cultural patterns of Sub-Saharan Africa by giving <b>accurate but cursory</b> information about the culture.	Student demonstrates a <b>poor</b> understanding of the cultural patterns of Sub-Saharan Africa by giving <b>some inaccurate</b> information about the culture.	Student does <b>not</b> demonstrate an understanding of the cultural patterns of Sub-Saharan Africa by giving <b>inaccurate</b> information about the culture.
<b>Breadth (Paragraph)</b>	Student response includes <b>all</b> of the following elements: language, religion, land use, education, and customs.	Student response includes <b>3 or 4</b> of the following elements: language, religion, land use, education, and customs.	Student response includes <b>1 or 2</b> of the following elements: language, religion, land use, education, and customs.	Student response does <b>not</b> include any of the following elements: language, religion, land use, education, and customs.
<b>Venn Diagram</b>	Student <b>accurately</b> identifies similarities and differences between the two regions.	Student identifies similarities and differences between the two regions with <b>1-3 errors</b> .	Student identifies similarities and differences between the two regions with <b>4-6 errors</b> .	Student identifies similarities and differences between the two regions with <b>7+ errors</b> .
<b>Breadth (Venn Diagram)</b>	Student diagram includes <b>all</b> of the following elements: language, religion, land use, education, and customs.	Student diagram includes <b>3 or 4</b> of the following elements: language, religion, land use, education, and customs.	Student diagram includes <b>1 or 2</b> of the following elements: language, religion, land use, education, and customs.	Student diagram does <b>not</b> include any of the following elements: language, religion, land use, education, and customs.
	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does Not Meet Expectations</b>

## Marketing Campaign Preview Vocabulary

Christianity: a monotheistic religion based on belief in the teachings of Jesus of Nazareth, a Jew, who described God's relationship to humans as primarily one of love and support, as exemplified by the Ten Commandments.

culture: all the ideas, materials, and institutions that people have invented to use to live on earth that are not directly part of our biological inheritance.

consumer: one that utilizes economic goods.

custom: the frequent repetition of an act, to the extent that it becomes characteristic of the group of people performing the act.

distinctive: marking as separate or different: serving to distinguish.

formal region: an area in which everyone shares in one or more distinctive characteristics.

infrastructure: road, rail, and communication networks and other facilities necessary for economic activity and human well-being.

institution: a significant practice, relationship, or organization in a society or culture.

Islam: a monotheistic religion that emerged in the seventh century c.e. when, according to tradition, the archangel Gabriel revealed the tenets of the religion to the Prophet Muhammad.

landmark: a structure (such as a building) of unusual historical and usually aesthetic interest; especially: one that is officially designated and set aside for preservation.

landscape: a portion of territory that can be viewed at one time from one place.

literacy rate: the percentage of a country's people who can read and write.

region: a unit of the earth's surface that contains distinct patterns of physical features and/or of human development.

Sub-Saharan Africa: a formal region on the continent of Africa that includes the area south of the Sahara Desert.

taboo: a restriction on behavior imposed by social custom.

Merriam-Webster. (n.d.). *Dictionary by Merriam-Webster: America's most-trusted online dictionary.*

Merriam-Webster. Retrieved July 6, 2022, from <https://www.merriam-webster.com/>

Rubenstein, J. M. (2008). *An Introduction to Human Geography: The Cultural Landscape* (Ninth). Pearson Prentice Hall.

Pulsipher, L. M., Goodwin, C., & Pulsipher, A. A. (2009). *World Regional Geography Concepts*. W H Freeman & Co LTD.

Rubenstein, J. M. (2008). *An Introduction to Human Geography: The Cultural Landscape* (Ninth). Pearson Prentice Hall.

## Marketing Campaign Task #1: Focused

You are a marketing manager for a company that is looking to expand sales into other regions of the world, and company executives have determined that they will focus on Sub-Saharan Africa next. As part of the marketing team, you need to research the countries of Sub-Saharan Africa to learn about their culture and customs so that you and your team can use the information to create a marketing campaign to introduce your company's product in the region. Your team has decided that each of you will research one country and create a report to get started. Use the following instructions to create an infographic that you can share with your team.

*My country:* \_\_\_\_\_

Create an infographic with Piktochart that includes the following information about your country. *Be sure to include proper citations for your resources and avoid plagiarism.*

Under each topic is where you can find the information required. First, go to your country's *Home page*. The title to the *left* of the arrow is the title of the section to look under. The title to the *right* of the arrow is the link you want to click to get to the correct information.

For instance, when researching language, find the section titled "The People" and under that will be the section "Language" where you will find the information you need.

Requirements	Notes	Points
<b>Country Name</b>		/5
<b>Language</b>  The People → Language		/10
<b>Religion/Beliefs</b>  The People → Religion The People → General Attitudes		/10
<b>Land Use</b>  Background → Land and Climate Society → Economy		/10
<b>Education</b>  Society → Education		/10

<p><b>Customs</b></p> <p>Customs &amp; Courtesies → Greetings          Customs &amp; Courtesies → Gestures          Customs &amp; Courtesies → Visiting          Customs &amp; Courtesies → Eating</p>		/10
<p><b>Institutions</b></p> <p>The People → Religion          Lifestyle → Family          Lifestyle → Dating and Marriage          Society → Government          Society → Economy          Society → Education          Society → Health</p>		/10
<p><b>Technologies</b></p> <p>Society → Transportation and Communications</p>		/10
<p><b><i>At least one diagram, table, or graph that displays geographic information</i></b></p> <p>Pie chart of religious makeup <b>OR</b>          Pie chart of cell phone users <b>OR</b>          Table of literacy (Adult, Male, Female)</p>		/6
<p><b><i>At least one picture or icon that contributes to the reader's understanding</i></b></p> <p>Ideas: Religious symbol, Number of internet users, map of country</p>		/12
<p><b>Report should be neat, organized, and concise</b></p>		/7
		<p><b>Total:</b></p> <p><b>/100</b></p>



## Marketing Campaign Questions to Consider

Cultural Element	Questions to Consider
Language	<ul style="list-style-type: none"> <li>• What language(s) will your campaign be in?</li> </ul>
Religion/Beliefs	<ul style="list-style-type: none"> <li>• Are there any religious taboos to avoid?</li> <li>• Will you try to use religion to promote your product?</li> </ul>
Land Use	<ul style="list-style-type: none"> <li>• Would your product be useful for any of the common land use types?</li> <li>• Are there any land use issues that could be solved by your product?</li> <li>• Are there any landmarks or landscapes that you would use as a visual part of your campaign?</li> <li>• Do the values of their land use align with the values of your product? (i.e. protecting the rainforest and being a “green” product)</li> </ul>
Education	<ul style="list-style-type: none"> <li>• How will the education levels of Sub-Saharan Africa affect your campaign?</li> <li>• How many people are literate and would be able to read an advertisement?</li> <li>• Does the education of people in Sub-Saharan Africa affect the language(s) they speak?</li> <li>• Would their education affect the usefulness of your product?</li> <li>• How do education levels affect the level of development of this region and its consumers?</li> </ul>
Customs	<ul style="list-style-type: none"> <li>• Are there any customs that would be enhanced by the use of your product?</li> <li>• Could you use any of the customs to sell your product?</li> <li>• Are there any taboos that you should avoid?</li> <li>• Are there any actions that must be made in order to be considered polite?</li> </ul>
Institutions	<ul style="list-style-type: none"> <li>• Are there any institutions that consumers hold in great esteem that you could use in your advertisement?</li> <li>• Are there any you should avoid?</li> <li>• Could you collaborate with an institution to advertise?</li> </ul>
Technologies	<ul style="list-style-type: none"> <li>• What media will your campaign use? Newspaper, tv, internet, billboards, social media, etc?</li> <li>• Does this region have the infrastructure to support the media you are selecting?</li> <li>• Are there any technology trends in this region that you could utilize in your advertisement?</li> </ul>