

**Title:** Marketing Presentation

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**Featured Externship Business:** [Reinhart Foodservice](#)

**Overview / Description:**

This lesson is based on observations of the marketing department at Reinhart Food Service. As a unit for Sports Literature class, students will complete a simulation to market and present a product using advertising techniques, digital media, writing and speaking skills. In groups of three to four students, each team will choose a product or aspect of a sport to market. Some examples include a new sporting goods store, online vendor, food product like a protein powder, drink or granola bar, themed restaurant, sports equipment. (Or use your imagination!) The product may be a one-of-a-kind-invention or an improvement on or variation of a current product. Students will learn advertising techniques, discuss morals in advertising, and practice their desktop publishing skills.

Marketing teams will consider their target audience and how they want to reach that audience. They will create an advertising plan and present their products, print, radio and television advertisements to the class.

**Subject(s):**

English Language Arts

**Grade Level(s):**

Grades 11-12

**Learning goals/objectives:**

*After completing this activity, students should be able to:*

- create a presentation using appropriate writing skills, vocabulary, and tone to appeal to an audience
- have a creative use of digital media
- utilize proper grammar, usage, spelling, and speaking skills.
- work together as a team to set goals, practice decision making, and revise the work of other team members.

## **Type of Activity:**

- Small Group
- Whole Class

## **Teaching Strategies:**

- Discussion
- Partner work
- Use of Technology
- Simulation
- Presentation

## **Content Standards**

### Wisconsin Standards for English Language Arts

#### **Writing--Production and Distribution of Writing**

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Speaking and Listening--Presentation of Knowledge and Ideas**

SL5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

#### **Language--Conventions of Standard English**

English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Spell correctly.

### Model Academic Standards for School Counseling

#### Personal/Social Development Domain

**Content Standard E:** Students will make decisions, set goals, and take necessary action to achieve goals.

- Core Performance Standard 1: Apply self-knowledge in the decision-making or goal setting process.

## **Length of Time and length of class periods:**

Nine 40-45 minute class periods

## **Materials List:**

- Sports Marketing Simulation handouts:
  - [Sports Marketing Simulation Directions](#)
  - [Sports Marketing Simulation Rubric](#)
  - [Sports Marketing Simulation Extra Credit Help](#)
- Marketing resources:
  - [Ogilvy advertisement tips](#)
  - [Ad layout and design strategies](#)
  - [30 advertisement design tips](#)
  - [What makes a good ad?](#)
  - [What makes a good ad II?](#)
  - [Writing effective copy](#)
  - [Ethics of advertising](#)

## **Directions (Step-by-Step):**

**Day 1:** Introduce students to advertising layout and strategies through the web pages [Ad layout and design strategies](#), [30 advertisement design tips](#), and [Ogilvy advertisement tips](#)

**Day 2:** Give instruction on writing copy through the website [Writing effective copy](#). Then student teams can choose products that they want to promote as explained in the [Sports Marketing Simulation Directions](#).

**Day 3:** Give instruction on what makes a good ad using the web sites [What makes a good ad?](#) and [What makes a good ad II?](#) Share with students the assignment documents [Sports Marketing Simulation Directions](#), [Sports Marketing Simulation Rubric](#) and [Sports Marketing Simulation Extra Credit Help](#). Then students should find pictures for their advertisements, plan their work schedule and job assignments with their team, and share their schedules with the teacher.

**Day 4:** Discuss ethics with the students using the web page [Ethics of advertising](#). Then give students time to create advertising presentations. The students will create a business plan, a print flyer, and their choice of a print ad or billboard. Students may do a radio ad or a television ad for extra credit.

**Day 5:** Today is a work day to create presentations. Teacher will circulate and conference with student teams as they work.

**Day 6:** Today is a work day to create presentations. Students should check their work schedules to make sure they are on task. Teacher will circulate and conference with student teams as they work.

**Day 7:** Today is a work day to create presentations. Teacher will circulate and conference with student teams as they work.

**Day 8:** Student should peer edit projects in teams and practice presentations.

Day 9: Student should present their advertisements to the class. They will be graded using the [Sports Marketing Simulation Rubric](#).

### **Wrap-Up:**

Once students complete this simulation and presentation, they will understand the necessity of possessing excellent writing skills and the ability to create error-free writing. They will also be aware that creative design catches the eye of the audience. Students will also understand the need to plan a work schedule for a team project so final products are done according to the planned schedule.

### **Formative/Summative Assessment:**

- Students will be required to turn in their group work schedule as a formative assessment so the teacher can assess their ability to plan their tasks and stick to their plan.
- The summative assessment is a presentation of their marketing products including a business plan, sales flyer and their choice of a print ad, billboard or web page.

### **Extension Activity for differentiation:**

- Students can create a radio ad or television ad as an extra challenge or extension of the activity for extra credit.
- Students who have difficulty speaking in front of others could record their voices into a PowerPoint presentation instead of presenting in front of the class.
- This unit can be used in other areas to market products that fit into other learning areas like agriculture or tech ed.

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# Sports Marketing Simulation Directions

Your team has been hired to create and market a sports product to a target audience of your choice. You will market and present a product using advertising techniques, digital media, writing and speaking skills. In groups of two or three students, each team will choose a product or aspect of a sport to market. Some examples include a new sporting goods store, online vendor, food product like a protein powder, drink or granola bar, themed restaurant, sports equipment, or sporting venue. (Or use your imagination!) The product may be a one-of-a-kind invention or an improvement on or variation of a current product. We will be introduced to advertising techniques, discuss morals in advertising, and practice our desktop publishing skills.

Marketing teams will consider their target audience and how they want to reach that audience. They will create an advertising plan and present their 1—products and business plans, 2—sales flyers, 3—web page, print ad or billboard or 4—extra-credit radio and television advertisements to the class.

Requirements:

## 1. Business Plan

- a. Product-- Design
  - i. Photo
  - ii. Explanation of product
- b. Product--Slogan
  - i. Memorable phrase used in advertising
  - ii. Examples
    1. Red Bull—"It gives you wings"
    2. Skittles—"Taste the rainbow"
    3. Nike—"Just Do It"
    4. Product--Logo
  - iii. A symbol or design adopted by an organization
    1. Nike swoosh
    2. McDonald's M
- c. Price
  - i. What is your retail price?
  - ii. Place of distribution?
  - iii. How/where do you plan to sell it?
- d. Promotion
  - i. How/where will you promote your product?
  - ii. Gimmick (ex. buy a bicycle, get a free...)
  - iii. Coupon or sale

## 2. Sales Flyer

- a. Use your copywriting skills here
  - i. Clear, concise writing
  - ii. Short paragraphs, lists, headings and sub-headings
  - iii. Descriptive words and your natural voice

- iv. Edit (no errors)
- v. Images
- vi. Capture the audience's attention
- vii. Use Publisher or Word

**3. Print advertisement, Billboard or Web Page**

- a. -Use Publisher or Photoshop for best results for ad or billboard
- b. -Use Wix for web page

**4. Extra Credit—Television advertisement (30 seconds)**

- a. -Use Movie Maker

**5. Extra Credit—Radio advertisement (30 seconds)**

- a. -Use Audacity

**Presentation requirements**

- Present Business Plan
- Present Sales Flyer
- Present Print Ad, Billboard, or Web Page
- Present extra credit radio or television ad if you have one
- Each person has an equal share in creating and presenting

# Sports Marketing Simulation Rubric

Rubric	4	3	2	1
	Win an Advertising Award	Work for a Top Ad Agency	Work as an Advertising Intern	More Training for You
<b>Audience Impact And Message, X1</b>	<ul style="list-style-type: none"> <li>✚ All information is not only clear, appropriate, and correct, but also has a creative interesting approach, flair style.</li> <li>✚ The goal of the multimedia projects is clearly met. There is evidence of deeper understanding of subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Information is clear, appropriate, and correct and meets the goal of the project.</li> <li>✚ The goal of the multimedia project is clearly met. There is some evidence of deeper understanding of subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Some information is confusing. Goal of the project is not clear.</li> <li>✚ There is little evidence of deeper understanding of subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Project content is confusing and does not address the goal of the project.</li> <li>✚ There is no evidence of deeper understanding of subject knowledge.</li> </ul>
<b>Creativity X1</b>	<ul style="list-style-type: none"> <li>✚ Used technology in a way no one else in the class did.</li> <li>✚ Audience is enticed with interesting information, excellent organization, and a unique style.</li> <li>✚ Presentation is unique and dynamic.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Used technology in a unique manner in some instances.</li> <li>✚ Presented in a clear, concise, interesting manner.</li> <li>✚ Presentation interests and entertains audience.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Rarely used technology in a unique manner.</li> <li>✚ Contained some interesting information, but was sometimes confusing or basic.</li> <li>✚ Presentation is commonplace, with little to entertain the audience.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Use of technology was basic.</li> <li>✚ Ads were often unclear, repetitive, and did not draw in the audience.</li> <li>✚ Project is confusing to the audience.</li> </ul>
<b>Design, Use of Digital Media X1</b>	<ul style="list-style-type: none"> <li>✚ Design is aesthetically appealing and draws the audience in.</li> <li>✚ Graphics and color are outstanding.</li> <li>✚ Background does not clash with text, but does complement it.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Design is pleasing to the eye.</li> <li>✚ Graphics and color are well used.</li> <li>✚ Background does not clash with text.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Project has some design problems.</li> <li>✚ Graphics and color somewhat detract from the information.</li> <li>✚ Background clashes with text to some extent.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Project has many design problems. It is not aesthetically appealing.</li> <li>✚ Graphics and color detract from the information.</li> <li>✚ Background clashes with text.</li> </ul>
<b>Technical Elements And Writing Quality Of Copy X4</b>	<ul style="list-style-type: none"> <li>✚ Copy is very interesting with excellent word choice, targeted to a specific audience, and free of mechanical errors.</li> <li>✚ All elements are included on the business plan and the plan is well-written, creative, and thoroughly thought through with few mistakes (4 Ps, logo, slogan.)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Copy is interesting with mostly good word choice, targeted to the general audience, with few mechanical errors.</li> <li>✚ All elements are included on the business plan and the plan is well-written with few mistakes (4 Ps, logo, slogan.)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Copy is general with some good word choice, targeted to an unspecific audience, with several mechanical errors.</li> <li>✚ Most elements are included on the business plan and the plan is acceptably written with few mistakes (4 Ps, logo, slogan.)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Copy is often unclear with few specific words, the audience is difficult to recognize, and there are many mechanical errors.</li> <li>✚ Some elements are included on the business <u>plan</u> but the plan is poorly written with few mistakes (4 Ps, logo, slogan.).</li> </ul>
<b>Design and Slogan and Logo Development X1</b>	<ul style="list-style-type: none"> <li>✚ The idea for the bicycle was creative and unlike any other group.</li> <li>✚ The slogan was catchy and completely original.</li> <li>✚ The logo created a noticeable brand, was uniquely well-designed, and completely original.</li> </ul>	<ul style="list-style-type: none"> <li>✚ The idea for the bicycle showed some creativity.</li> <li>✚ The slogan was catchy and original.</li> <li>✚ The logo created a noticeable brand, was well-designed, and original.</li> </ul>	<ul style="list-style-type: none"> <li>✚ The idea for the bicycle showed a little creativity.</li> <li>✚ The slogan was somewhat catchy and original.</li> <li>✚ The logo created a somewhat well-designed and mostly original.</li> </ul>	<ul style="list-style-type: none"> <li>✚ The idea for the bicycle showed very little creativity and was unrealistic.</li> <li>✚ The slogan was not very catchy and original.</li> <li>✚ The logo was not well-designed and was based on an existing logo.</li> </ul>
	4	3	2	1
<b>Team Planning of Work Schedule X1</b>	<ul style="list-style-type: none"> <li>✚ Student is highly organized and wastes no class time.</li> <li>✚ Student works well with his or her group and carries his or her share of the work load.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Organizational skills are <u>shown</u> and student uses class time wisely</li> <li>✚ Student works <u>fairly well</u> with his or her group and helps with most of the project.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Some organizational skills are shown, but student often wastes class time.</li> <li>✚ Student assists his or her group and sometimes helps with the project.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Few organizational skills are <u>shown</u> and student does not use class time wisely.</li> <li>✚ Student rarely assists his or her group and rarely helps with the project.</li> </ul>
<b>Group Presentation X1</b>	<ul style="list-style-type: none"> <li>✚ All members of group equally present information</li> <li>✚ Presenters have excellent volume, eye contact, and articulation</li> <li>✚ Presenters have clear purpose and hold the audiences' interest</li> </ul>	<ul style="list-style-type: none"> <li>✚ All members of group present information <u>fairly equally</u></li> <li>✚ Presenters have good volume, eye contact, and articulation</li> <li>✚ Presenters have a purpose and hold the audiences' interest</li> </ul>	<ul style="list-style-type: none"> <li>✚ All members of group present information but some present more than others</li> <li>✚ Presenters have <u>fairly good</u> volume, eye contact, and articulation</li> <li>✚ Presenters' purpose is somewhat <u>unclear</u> and the audience loses interest</li> </ul>	<ul style="list-style-type: none"> <li>✚ Members of group do not equally present information</li> <li>✚ Presenters have poor volume, eye contact, and articulation</li> <li>✚ Presenters do not have a clear purpose or hold the audiences' interest</li> </ul>

## **Presentation requirements—completed**

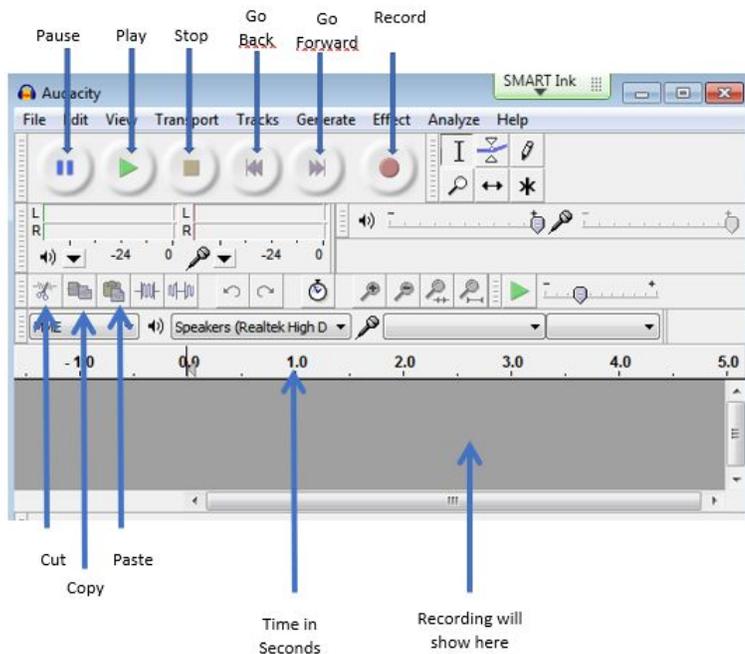
- Present Business Plan
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# Sports Marketing Simulation Extra Credit Help

## Movie Maker Information (Making a Video)

1. Before you can put your video clips into Movie Maker, you have to save your video clips into your Multimodal folder. This is very important because Movie Maker will go to that folder to read the clips every time you open it. If you import the clips directly from the camera and then unplug the camera, you will have all Xs in your movie where the clips should be.
2. Put movie clips in your Multimodal folder. If you taking clips from an HD camcorder (like the school owned Canons), you have to look for a folder called "stream."
3. Open Movie Maker. Import video clips from file.
4. Save your movie in your Multimodal folder.
5. Cut the video clips down to the footage that you want to use.
6. You can import pictures that you saved from the internet or that you took yourself. Remember to first save the pictures in your Multimodal folder. You can use the snipping tool to get pictures from the internet.
7. If you would like, you can add music to your video.
8. When you are done with your video, you must save it as a .wmv in order to put it in your Power Point. Under the icon "Save Movie" choose "Save for Computer." This will save it as a .wmv.

## For Extra Credit: Audacity (Editing Sound Files and Making Podcasts)



1. Plug in USB microphone and make sure green light is on.
2. Hit the record button to record your voice. If the pause button is on, it will not record.
3. To edit out parts of the recording, highlight what you want to delete. Use the scissors to cut that part out of your track.
4. Save your track to your computer. It will be an "Audacity" file and you will only be able to play it on your computer.
5. When you are completely done, you need to save the file as a .wav file to put into your Power Point.
  - a. Go to "File" and "Export." Name your file. It will save it as a .wav file automatically. Save it to your Multimodal folder. Say "OK" if you get a dialogue box.