

SEM(Y3) #3 Sales Promotions & Sponsorships

Content Area: **CTE**
Course(s): **Foundations of Marketing, Sports Management & Marketing**
Time Period: **November**
Length: **50 days**
Status: **Published**

Unit Overview:

This unit furthers student knowledge and skill in the area of sales promotion and sponsorship. Students will explore endorsements, sponsorships, and licensing programs as a means for developing a sponsorship proposal. Throughout the unit, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. These skills will be applied through DECA role play scenarios and case studies throughout the course.

Essential Questions:

- How can a business strengthen sponsorships over time?
- How can endorsements and licensing help to increase profit?
- How can I make a community and business connections through DECA?
- What features and benefits should be emphasized when selling sponsorships?

Enduring Understandings:

The Learner will research and develop a thorough understanding of the sales promotion and sponsorships. They will understand the strategies and procedures necessary for maintaining sponsor relationships overtime. They will connect the learning and application of skills through discovery of DECA competitive events, with the goal of becoming effective, creative critical thinkers and problem solvers.

- Apply Practiced Strategies to DECA case studies, role plays, and competitions in an effort to master professional skills for workplace readiness
- Describe the procedures for obtaining endorsements and licensing programs
- Develop viral sport/event marketing strategies
- Plan special events using sales promotion strategies
- Prepare sponsorship agreement
- Sell sport/event sponsorships

Standards/Indicators/Student Learning Objectives (SLOs):

9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.

9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.
9.3.12.BM-BIM.1	Describe and follow laws and regulations affecting business operations and transactions.
9.3.12.BM-MGT.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-MGT.3	Apply economic concepts fundamental to global business operations.
9.3.21.BM-MGT.1	Describe and follow laws and regulations affecting business operations and transactions.
12.9.3.MK.1	Describe the impact of economics, economics systems and entrepreneurship on marketing.
12.9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
12.9.3.MK.3	Plan, monitor, manage and maintain the use of financial resources for marketing activities.
12.9.3.MK.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
12.9.3.MK.6	Select, monitor and manage sales and distribution channels.
12.9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.
12.9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
12.9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.

Lesson Titles:

- 1. Discover opportunities with DECA campaigns, events, and competitions
- 10. Investigate methods that can be used to generate ideas for special events
- 11. Assess the benefits and barriers to using special events
- 12. Examine the importance of project planning for special events
- 13. Describe the need for image consistency
- 14. Demonstrate procedures for planning special events
- 15. Determine the reasons and benefits of obtaining endorsements
- 16. Explore procedures for obtaining endorsements
- 17. Examine trade/register marks and trademarked property
- 18. Investigate reasons for licensing programs
- 19. Compare exclusive and non exclusive licensing categories.
- 2. Describe the term "ambush marketing"
- 20. Discover the components of licensing agreements
- 21. Demonstrate procedures for developing a licensing program
- 22. Examine the objectives for sponsoring sports/events

- 23. the benefits of corporate sponsorship
- 24. Examine the relationship between sponsorship objectives and effectiveness
- 25. Demonstrate procedures for setting sponsorship objectives
- 26. Explore the importance of ongoing prospecting for corporate sponsors
- 27. Determine factors to consider when selecting potential corporate sponsors
- 28. Demonstrate procedures for prospecting of corporate sponsors
- 29. Examine the purpose for developing "proof of performance" packages for sponsors
- 3. Identify reasons that businesses use ambush marketing
- 30. Analyze the components of proof of performance packages
- 31. Identify measurements and procedures when developing proof of performance packages
- 32. Explain considerations when selling a venue
- 33. Discuss venue incentives and procedures to consider for potential sponsors.
- 34. Explain mutually rewarding business relationships
- 35. Identify frequently encountered problems with sponsorship sales
- 36. Determine the need to create value for sponsors
- 37. Examine considerations and procedures in the sponsorship sales process
- 38. Identify components and characteristics of a sponsorship proposal
- 39. Examine the use of statistics in sponsorship proposals
- 4. Discover ways that businesses can use ambush marketing as an effective marketing strategy
- 40. Demonstrate procedures for writing a sponsorship proposal
- 41. Examine sport/event contract negotiations
- 42. Determine ground rules for effective negotiations
- 43. Identify factors to research prior to negotiating
- 44. Demonstrate procedures for negotiating sport/event sponsorship contracts
- 45. Discuss the purpose and components of a sponsorship agreement
- 46. Discover how to prepare a sponsorship agreement
- 47. Identify types of support available for grants/foundations
- 48. Describe research tools that can be used to locate funders
- 49. Explore procedures for soliciting grant/foundation money
- 5. Examine the impact of ambush marketing on sponsorship
- 50. Examine the importance of servicing potential corporate sponsors
- 51. Describe techniques and procedures to service sponsors
- 6. Discover viral marketing and its importance in business today
- 7. Determine principles of viral marketing
- 8. Demonstrate procedures for developing viral marketing strategies
- 9. Identify types of special events in the sports/event industries

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3). With a growth mindset, failure is an important part of success.

Inter-Disciplinary Connections:

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Equity Considerations

Culturally Responsive Teaching recognizes and celebrates that our students come from a variety of backgrounds and experiences and traditions, including (dis)ability cultures. It is the intent to connect activities, assignments, readings, and projects to students' home cultures and experiences. The classroom is a community where knowledge is created within the context of students' cultural, traditional, and social experiences. The instruction shall enable students to identify and analyze applicable theories concerning inequalities in human nature and behavior, and further emphasize the responsibility of each human to have an awareness of equity considerations and take appropriate measures to practice them in our society.

Holocaust Mandate

Topic: S & E Sensations: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse influencer/product in the field of sports or entertainment marketing.

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software

applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of a Holocaust Era person/business and his/her/its contributions in the field of sports or entertainment. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

Amistad Mandate

Topic: S & E Sensations: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse influencer/product in the field of sports or entertainment marketing.

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of an African American person/business and his/her/its contributions in the field of sports or entertainment. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Amistad
- Contributions of African Americans to our Society

LGBTQ and Disabilities Mandate

Topic: S & E Sensations: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse influencer/product in the field of sports or entertainment marketing.

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of an LGBTQ person or owned business and his/her/its contributions in the field of sports or entertainment. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Economic
- Political
- Social

Climate Change

Topic: S & E Sensations: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse influencer/product in the field of sports or entertainment marketing.

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of a person or business that is a **pro OR anti-climate change supporter**, and his/her/its contributions in the field of sports or entertainment. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Economic
- Political
- Social

Asian American Pacific Islander Mandate

Topic: S & E Sensations: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse influencer/product in the field of sports or entertainment marketing. .

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of an LGBTQ person or owned business and his/her/its contributions in the field of sports or entertainment. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Economic
- Political
- Social

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment
- Oral Presentation Rubric
- Performance Task/Evaluation Rubric
- Written Evaluation/Rubric

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Formative Assessment:

- Anticipatory Set
- Brainstorm
- Closure
- Exit Ticket
- Learning Log
- Pair/Share
- Peer Evaluation
- The Gray Zone
- Warm-Up

Resources & Materials:

- DECA Competitive Events and Practice Materials
- Learning, Achievement, Performance Packets (LAPs) - MBA Research
- Online DECA Resources, including: njdeca.org, deca.org, decadirect.org
- Online Resource Bundle: The Marketing Teacher's Resource Bundle
- Online Text: Sports-More Than Just a Score!, Jeff McCauley
- Online Text: Marketing Dynamics - Goodheart Wilcox
- Various online sports blogs, including: IEG, Sports Business daily, Sports Geek, Digital & Social Media Sports, Future Sports, Marketing Hacks
- Various online sports websites, including: CBSSports,, ESPN, Yahoo!Sports, NBCSports, BleacherReport, MARCA. Goal.com, and BBCSports
- Virtual Business Sports & Entertainment Series, Knowledge Matters

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Addressing Bloom's Taxonomy/Depth of Knowledge: to attain a desired level or depth of knowledge, the students will: explore, apply, examine, analyze, and discover through their learning activities. For more information, reference individual lesson plans.

- Article Read & Respond
- Case Studies Analysis
- Individual and group projects
- Internet Research
- Large Group Discussion

- Online Activities
- Partner Project/Activities
- Public Speaking/Student Presentations
- Reading Activity/Text/Workbook
- Teacher Lecture/Notes
- Teacher Provided Activities

Modifications

ELL Modifications:

- Be flexible with time frames, deadlines, or modify assessments
- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Create planned opportunities for interaction between individuals in the classroom
- Provide study guides prior to tests
- Read directions to the student
- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists

- Assistance in maintaining uncluttered space
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of concrete materials and objects (manipulatives)

Technology Materials and Standards

- Calculators
- Chromebook
- Google Applications
- Google Classroom Interface
- Internet
- Microsoft Office Suite
- Personal Technology Devices
- Promethean Board
- Various Google Extensions

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.DA.2

Store, copy, search, retrieve, modify, and delete data using a computing device.

Individuals collect, use, and display data about individuals and the world around them.

Individuals use computing devices to perform a variety of tasks accurately and quickly.
Computing devices interpret and follow the instructions they are given literally.

Data can be used to make predictions about the world.