Unit 2: Promotion

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Summary

Entertainment is a multi-billion dollar per year industry, which is expected to grow tremendously in the next decade. Designed for students who have successfully completed Marketing 1 and Marketing 2 and who would now like to apply concepts covered in previous classes to entertainment industries, including college, professional, and amateur sports, movies, and music, the Entertainment Marketing course simulates working in the business of entertainment. By the end of the course, students will understand the various roles in the entertainment marketing industry and evaluate the extent to which they would like to contribute to this lucrative field.

This unit is part of the larger aforementioned course sequence and specifically focuses on how and why companies use athletes and celebrities to help connect their products to consumers and the risks associated with them. By the end of this unit, students will be able to effectively apply the elements of the promotional mix to the sports and entertainment industry and make recommendations as to if a company should partner with a celebrity to enhance its brand.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revision Date: August 2023

Standards

- TECH.9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)

- LA.RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

- LA.RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still

accurate terms.

- LA.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11- 12 texts and topics. Biological behavioral biases, psychology, and unconscious beliefs affect financial decisionmaking.

- LA.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

- TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

- PFL.9.1.12.FP.2 Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

- TECH.9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

- TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

- LA.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

- LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

- LA.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

- LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- PFL.9.1.12.FP.5 Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

- WRK.9.1.2.CAP.4 List the potential rewards and risks to starting a business.

- WRK.9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.

- TECH.9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

- TECH.9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

- TECH.9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).

- LA.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

- PFL.9.1.12.FP.6 Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

The standards in this unit reflect a developmental progression and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Essential Questions and Enduring Understandings

Essential Questions:

- Why are athletes and celebrities used to influence brand loyalty in the industry?
- Why are endorsements and sponsorships utilized in the field of sports and entertainment?

Enduring Understandings:

- The entertainment industry relies heavily on brand identity through sponsorship and endorsements (name, image, likeness).
- A carefully developed and executed promotional mix increases the likelihood of success for a business.

Objectives

Students will know:

- Endorsements and sponsorships are a form of advertising that uses famous personalities or celebrities who command a high degree of recognition, trust, respect, or awareness amongst people.
- Endorsed celebrities advertise a product lending their names or images to promote a product or service.
- Advertisers and clients hope such approval, or endorsement by a celebrity, will influence buyers

favorably.

- The benefits and detriments of using celebrities and athletes as paid or unpaid marketers.
- Sponsorships and endorsement deals must be spelled out very clearly in a contract in order to mitigate the possibility of loss.
- Risk is inherent in sports and entertainment sponsorships and endorsements.
- Without identifying and executing a sound promotional mix, products and/or companies will have a difficult time achieving goals.
- The elements of promotion provide the pieces for a company to effectively advertise their products and services and communicate to the customer.
- The parts of the promotional mix include advertising, public relations, personal selling, direct marketing, and sales promotion.
- Why effective use of the promotional mix is important to the financial success of a business.

Students will be skilled at:

- Explaining how and why companies use athletes and celebrities to help connect their products to consumers and the risks associated with them.
- Researching the effects of successful and unsuccessful partnerships and the effects of these pairings on companies' revenue streams and reputations.
- Constructing a sponsorship plan and endorsement proposal for a company.
- Evaluating the effectiveness of a sponsorship or endorsement deal for sports and entertainment companies..
- Identifying the risks for brands when they associate with athletes or celebrities.
- Designing an effective endorsement proposal.
- Connecting the elements of the promotional mix to the sports and entertainment industry.
- Comparing and contrasting each part of the promotional mix and explaining when and where each component should be used by marketers to help companies achieve their goals.
- Selecting the appropriate part of the promotional mix when given options or case studies.

Learning Plan

This learning plan includes, but is not limited to the following learning strategies:

Studying Marketing Trends Through Current Events: Students will use Adweek.com or Morningbrew.com to analyze current events and trends in entertainment marketing as related to the unit of study.

Sponsorships vs. Endorsements Seek and Find: Students will begin by watching the "How Sponsorships Work: Sports Advertisement vs Sponsorships" video and will take note of the key elements of both sponsorships and endorsements respectively. Students will then research current and historical examples of both sponsorships and endorsements and evaluate how the pillars of each marketing strategy is applicable in these case examples.

The Novice Celebrity's Guide to Endorsements: Using what they learned about Sponsorships and endorsements, students will then create a guide from the perspective of advising a novice athlete or celebrity on how to secure an endorsement that is both effective and lucrative. They will include in their analysis and guide examples of the key pillars of endorsements.

Celebrity Brands and Endorsements Gone Wrong Analysis: Students will read about ten celebrity brands and endorsements gone wrong. They will evaluate why company's signed the celebrity in the first place, considering the risk-reward model, if the company made the right decision to drop the celebrity, and the extent to which additional marketing or public relations initiatives could have saved the partnership.

Marketing Board Room Debate: Students will pretend they are in the boardroom discussing if they should sign an endorsement deal with a new celebrity who has a controversial background, but significant following. Students will take on both sides of the debate, to sign the celebrity or to not, and argue their assigned position using the key elements of what they learned about sponsorships and endorsements, including, but not limited to the benefits and detriments of brand attachment.

Signing Decisions - Art or Science?: Students will examine the different metric systems that are available for evaluating a celebrity's popularity and likability. They will then determine what other factors are used to evaluate whether or not to sign a celebrity, such as social media following, performance, ticket sales, etc. Finally, they will make a recommendation as to which tools or metrics companies should consult when deciding to sign a celebrity or not for an endorsement or sponsorship.

Name-Image-Likeness Debate: Students will first read "Inside the Hidden Industry of Name, Image and Likeness and the Changing World for College Athletes" and watch CNBC's "Student-athletes cashing in on Name-Image-Likeness deals" video. They will then decide if student-athletes should be able to take advantage of NIL endorsements.

Influencer Marketing: Students will begin by watching the "Influencer Marketing Explained" video series

and "Social Media Influencers Are Changing The Way Companies Market Their Products" video. They will then be assigned a social media influencer and, based on their established image and online experience, recommend five brands that could potentially partner with the influencer, making specific recommendations as to which products would be most applicable.

Promotion Mix Carousel: Students will begin by reading the "What is Promotion Mix?" article. Four post-it notes representing each component of the promotion mix will be posted in each corner of the classroom. Students will then be assigned a product and will circulate to the posters identifying how each element of the promotion mix can be used.

Endorsement Evaluation: Students will create a 2-3 minute video of "Endorsements Gone Bad" or "Endorsement Effectiveness." Each student will select the celebrity of their choice and create a video of what went right or what went wrong with an endorsement deal.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, think-pair-share activities, creating visual representations, debates, video analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Business Management and Information Technology course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative:

- Marketing Board Room Debate
- Signing Decisions - Art or Science?
- Name-Image-Likeness Debate
- Influencer Marketing
- Promotion Mix Carousel
- Current Event Analysis

Summative:

- The Novice Celebrity's Guide to Endorsements
- Endorsement Evaluation

Benchmark:

- Sponsorships vs. Endorsements Seek and Find

Alternative:

- Endorsement Curation Project - Students will select five celebrity endorsements that highlight diverse product branding. They will evaluate the effectiveness of each branding partnership and make a recommendation as to if the company should continue the partnership based on the branding work that was completed.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List .

The following are approved resources that teachers can include to further unit related objectives:

How Sponsorships Work: Sports Advertisement vs Sponsorships Video

"Best Celebrity Endorsements of 2022 and What We've Learned from Them" Article

"The Best Sports Sponsorship Examples in 2023" Article

"List of 10 celebrity brands and endorsements gone wrong" Article

“30 Notable Celebrity Endorsements” Article

Olympics - “5 EASY STEPS TO HELP YOUR ATHLETES FIND SPONSORS” Article

Library of Congress - “Metrics and Cost” Article

“What is a Q Score?” Article

“What Drives Endorsement Earnings for Superstar Athletes?” Journal Article

“Inside the Hidden Industry of Name, Image and Likeness and the Changing World for College Athletes” Article

“Student-athletes cashing in on Name-Image-Likeness deals” Video

“What is Promotion Mix?” Article

“What is an Influencer? | Influencer Marketing Explained” Video

“What is Influencer Marketing? | Influencer Marketing Explained” Video

“Social Media Influencers Are Changing The Way Companies Market Their Products | TODAY” Video

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing

These additional strategies are helpful when learning Business Management and Information Systems content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials and including graphic organizers when possible.