

Lesson Title: Exploring My “Market”

Career Cluster: Marketing, Sales, Service

Essential Knowledge and Skills: Critical Thinking, Problem Solving

Career Concepts: Extended Learning Information

Summary: Students will utilize the Nebraska Career Education Model to identify careers and pathways in the Marketing cluster, discover a variety of extended learning opportunities within the school and their community, and identify the Essential Knowledge and Skills necessary in the Marketing career cluster.

Course Objectives:

- 2.3 Students will be able to evaluate their own Essential knowledge and skills in relationship to their goals for learning, earning and living
- 2.4 Students will be able to describe extended learning opportunities that will help build their Essential knowledge and skills
- 4.1 Students will be able to list and understand a variety of extended school based and community based options to explore careers
- 4.2 Students will be able to participate in a career exploration activity involving a professional contact

Lesson Objectives:

Students will...

- Develop a list of careers and pathways in the Marketing cluster.
- Compare/contrast these careers and pathways to the careers in the Business, Management and Administration career cluster.
- Prepare a marketing plan to sell a product.
- Develop a list of extended learning opportunities relative to the Marketing career cluster.
- Prepare to interview professionals and in the Marketing cluster.
- Interview school or community professionals regarding extended learning opportunities.
- Develop a plan to complete a service learning project related to a Marketing career cluster or one related to his/her own interest which would provide opportunity to gain Essential knowledge and skills.

Time: Four to five class periods

Required Materials: List of school organizations (beginning with the suggestions in the Nebraska Career Education charts), list of numerous professional community business resources, list of career clusters and Essential Knowledge and Skills from Nebraska Career Education, interview questions, Personal Learning Plan, poster board, markers.

Optional Resources: Career information in the career library, Nebraska Career Education material, Nebraska Career Information System at ncis.unl.edu, States Career Clusters at www.careerclusters.org, Nebraska Career Connections at www.nebraskacareerconnections.org, school, college and community business professionals

Guest presenters: Store manager, retail sales specialist, on-line or print marketing specialist, warehouse manager, and market research specialist

Content and Teaching Strategies:

Anticipatory Set



Have a class discussion on the following talking points:

- Develop class list of extended learning opportunities. This will be from their own knowledge and will be supplemented later.
- Share the names of professionals you believe could answer questions regarding extended learning opportunities.
- How could they help you?
- Review purpose of interview, interview questions, expected outcomes
- How can extended learning opportunities help you improve your Essential Knowledge and Skills and provide information regarding careers in the Marketing or Business cluster?

Lesson Components

1. Provide an overview of the Marketing Cluster.
2. In small groups, students should select a product currently on the market and develop a marketing plan to sell this product. Determine the customer base and type of marketing to be utilized (text messaging, t-shirts, billboards, bus benches, give away products, internet, car wraps, bumper stickers, barn roofs, etc.). Students will then write the script or copy for their advertising campaign keeping in mind their customer base. After writing the script, students will determine where the marketing/advertising shall be published, aired, or displayed. Students should put together the information for their marketing campaign on a poster board and be prepared to share their ideas with the class. Ask the class to comment on the proposal and whether or not they would be inclined to purchase the product based on the advertising promotion shared.
3. Produce a list of school organizations that are active in your school, e.g., FCCLA, FFA, Student Council, dance team, sports, National Honor Society, Yearbook staff. Identify local businesses related to these organizations.
4. Use these talking points with the students in regards to the school and business resources:
 - Benefits of belonging to school organizations to improve Essential knowledge and skills
 - Benefits of volunteering in community based business related activities to improve Essential Knowledge and Skills
 - Marketing cluster, pathways, and career specialties
 - Benefits of speaking to a professional for career information
5. Invite professionals from the marketing cluster to your classroom. If there are not sufficient community resources for speakers, consider having students or sponsors from school-related marketing clubs and/or associations. In round robin style, small groups of students will interview three or four business professionals (about five minutes with each professional). Another option is to send a brief questionnaire to ten business or marketing professionals asking them to complete the list of questions. If this is done, use their answers in the classroom with a round robin discussion. **Note:** You may use groups of three to four students and have each group recruit an appropriate guest speaker.



- ★ 6. Prepare to interview business professionals in the classroom regarding a career in marketing and the Essential Knowledge and Skills needed for this cluster.
7. Have students prepare a list of interview questions and then review list with the class. Prepare a final list of questions to use when speaking to the marketing professionals (see example provided).
8. Compare with classmates what skills are needed in the marketing career cluster and identify which skills each student will want to improve.
9. Extend the connection between marketing tasks and corresponding skills required by having students work in pairs or small groups to complete the marketing task assignment (directions and activity included).

Lesson Closures

-  Share in teams the following talking points:
- Share interview questions with the class and evaluate how each question will help you find appropriate extended learning opportunities.
 - Form two circles, one inside the other with the inner circle facing out and the outer circle facing in. In thirty second intervals, tell your partner what you learned from the interview with business professionals, then outer circle move one person to the left and repeat until each outer circle student has spoken to each inner circle student
 - Share with a classmate a step you will take to improve your Essential Knowledge and Skills.
 - How could you improve communication skills in an extended learning opportunity? What other skills could you improve?

Essential Knowledge and Skills Connection

The components of this lesson emphasize **teamwork, problem solving, critical thinking, and communication**. Choose one of the following activities to help students connect the lesson with their own development of EKS:

- Write a journal entry, reflecting on one of the EKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Have students use the model to identify EKS used during the activity.

Formative Assessments:

- ★ Students will identify a professional they could interview regarding an extended learning opportunity in marketing and prepare a plan for interviewing that professional. Students should take the Problem Solving and Critical Thinking section of the CALS assessment after the completion of this lesson.

- ★ **OPTIONAL:** Students plan and complete a service learning project in your school or community which would give them the opportunity to improve their own Essential Knowledge and Skills. Students should share their documentation with the instructor. For example, students could volunteer to assist in an advertising campaign or help set up a merchandise display.

Interview Resources

Questions to consider when interviewing marketing professionals:

What skills are needed in your career?

What opportunities are available to students that would allow them to develop skills within marketing settings?

(Extended learning opportunities-volunteer work, job shadow, part time work ...)

What training is needed in your career?

Sample letter to mail to a professional:

(Include the list of Essential Knowledge and Skills from the Nebraska Career Education packet)

Date:

Dear:

Currently our career education class is researching the marketing career cluster. We would appreciate your professional input regarding careers related to marketing and business. Would you complete the following questionnaire and return to _____ by the end of the week?

Your name:

Your career:

- What skills are needed in your career?
- What training is needed in your career?
- What opportunities are available to students that would allow them to develop skills within marketing/business settings? (Extended learning opportunities-volunteer work, job shadow, part time work, ...)

Thank you for helping us research marketing and business careers.
Career Education Class

Marketing Task Instructions

Name: _____

Read the twelve marketing tasks printed bellow. These are things that marketers are responsible for in different marketing careers. Many skills are required to do these tasks well. Think about what kind of skills you would need in order to accomplish each task. Then think about where you might learn those skills. There are several potentially correct answers for each task.

Marketing Tasks:

1. Determine the right prices for your new line of clothing.
2. Determine which countries may not be good markets to sell your PORK hotdogs.
3. Make sure the food you serve at the restaurant meets all health and food safety codes.
4. Come up with a musical “jingle” that will stick in people’s minds but not drive them crazy!
5. Develop a product that is made of materials that won’t break as easily as the competitors’.
6. Present your product’s features to buyers in a conference room.
7. Calm down angry customers so they can explain their problem and you can solve it.
8. Figure out if you can export and sell the same kind of laundry detergent in Mexico that you sell here in the U.S.
9. Find a way to motivate your customer service people to be nicer and provide better service to your customers.
10. Estimate the income for your store next year.
11. Design a new window display to sell more shoes in your store.
12. Make flyers to explain what products and services our business offers in an area of town where mostly new immigrants live. There are many different languages spoken, and most people don’t speak English well.