GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CTAE

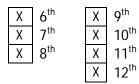UNIT FS_3.11:   Marketing Through Social Media

INTRODUCTION

Annotation:

A new and fast growing career is "Director of Social Media." Companies and organizations around the world are beginning to recognize the power of social media to market their products, promote their organizations, and accomplish their goals. This unit applies to all CTAE programs, especially for Marketing Education, Business, and Computer Science.

This unit combines skills related to marketing, business, communication, computer science and career development to help students understand the relationship between companies and social media Web sites. The internet is a burgeoning field for all CTAE pathways which all students will have experience with at some point. Students will learn about careers in social media, how social media affects their pathways, and how businesses can utilize social media to access target markets and promote their products and services.

Grade(s):

X	6th	X	9th
X	7th	X	10th
X	8th	X	11th
		X	12th

Time:

Five 50-minute class periods

Author:

Dallas Duncan and Dr. Frank B. Flanders

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards:

CTAE-FS-3   **Communications: Learners use various communication skills in expressing and interpreting information.**

CTAE- FS-5   **Information and Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit and communicate**

GPS Academic Standards:

BCS-AWD-2   **Students will examine ethical and legal issues related to web development.**
a. Discuss and develop strategies for handling privacy issues.
b. Distinguish between legal and ethical issues.
Discuss appropriate and inappropriate content on sites such as Facebook and My Space.

BCS-AWD-4   **Students will demonstrate the ability to evaluate and develop a site's aesthetic qualities.**
a. Identify key concepts in usability evaluation (creating a coherent, unified message, controlling user's focus, and visual consistency).

BCS-CMW-3   **Students will examine the professional and ethical issues involved in the use of computer technology**
e. Determine the reliability of information posted on the Internet.
f. Explain ethics issues involving security, privacy, intellectual property, and licensing.

BCS-CMW-14   **Students will evaluate, compare, and contrast Web sites.**
a. List the important issues in evaluating Web sites.
b. Identify and critique the layout, navigation, and accessibility of a Web site based on its purpose.

MKT-EM-1   **Students will analyze how the Internet has influenced modern day business and industry.**
b. Define electronic communication.
c. Define e-marketing.
e. Differentiate between the advantages and disadvantages of e-marketing.
i. Explore how e-marketing can increase a business' revenues.

MKT-EM-3   **Students will evaluate e-marketing websites for user friendliness.**
a. Identify factors in determining ease of use (i.e., navigation, payment procedures, consistency, design).

MKT-EM-7   **Students will plan an ad campaign for a website launch.**
a. Define the purpose of the website.
b. Recognize the value of branding.
e. Discuss the use of online contests to promote a website.
f. Evaluate the use of banner ads.

MKT-EM-12   **Students will explore e-marketing careers.**
c. Determine careers available in e-marketing.
d. Determine education, skills, and training necessary to obtain positions in this career area.
e. Determine traits that appeal to employers.

✎ UNDERSTANDING & GOALS

Enduring Understandings:

- Students will understand how social media affects businesses and their pathway. They will learn the ethical decisions companies face when trying to use social media, and how their own knowledge of social media could help diversify them in the job market.

Essential Questions:

- Is social media a "real" career area? In what capacity?
- How can social media Web sites help and hinder you from getting a job?
- What social media sites are best for businesses to use?
- Why is social media an effective marketing technique?
- What target markets do different social media sites cater toward?
- How can consumers use social media to voice concerns?
- What ethical considerations are coming about because of social media?

Knowledge from this Unit:
Students will:
- Identify different careers associated with social media
- Describe the ways social media can help and hinder getting a job
- Describe how social media gives consumers a "voice"
- Evaluate how businesses use social media sites for promotion and marketing purposes
- Identify ethical issues associated with social media

Skills from this Unit:
Students will:
- Research career opportunities and ethical concerns in social media
- Create a resume and a professional social networking profile
- Critique a business product or promotion using social media
- Write a blog entry for a business
- Create a business marketing plan centered around the use of social media

✎ ASSESSMENTS

Assessment Method Type:

	Pre-test
X	Objective assessment - multiple-choice, true- false, etc.
	__ Quizzes/Tests
	_X_ Unit test
X	Group project
X	Individual project
	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
	__ Self-check rubrics
	__ Self-check during writing/planning process
	__ Journal reflections on concepts, personal experiences and impact on one's life
	__ Reflect on evaluations of work from teachers, business partners, and competition judges
	__ Academic prompts

       __ Practice quizzes/tests

_____ Subjective assessment/Informal observations

       __ Essay tests
       __ Observe students working with partners
       __ Observe students role playing

_____ Peer-assessment

       __ Peer editing & commentary of products/projects/presentations using rubrics
       __ Peer editing and/or critiquing

  X   Dialogue and Discussion

       __ Student/teacher conferences
       __ Partner and small group discussions
       _X_ Whole group discussions
       __ Interaction with/feedback from community members/speakers and business partners

  X   Constructed Responses

       __ Chart good reading/writing/listening/speaking habits
       _X_ Application of skills to real-life situations/scenarios

_____ Post-test

Assessment(s) Title:

<u>Marketing Through Social Media Unit Exam</u>
<u>Marketing Through Social Media Unit Exam Key</u>

🔥 LESSON PLANS

• INTRODUCTION

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-3   **Communications: Learners use various communication skills in expressing and interpreting information.**

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MKT-EM-12   **Students will explore e-marketing careers.**
c. Determine careers available in e-marketing.
d. Determine education, skills, and training necessary to obtain positions in this career area.
e. Determine traits that appeal to employers.

2. Review Essential Questions. Post Essential Questions in the classroom.

- What careers are available in social media?
- How can social media Web sites help and hinder you from getting a job?
- What social media sites are best for businesses to use?
- Why is social media an effective marketing technique?
- What target markets do different social media sites cater toward?
- How can consumers use social media to voice concerns?
- What ethical considerations are coming about because of social media?

3. Identify and review the unit vocabulary.

Advertising	Ethics	Public Relations	Target Market
Aesthetics	Marketing	Resume	Transparency
Blogging	Networking	Social Media	
Consumer	Profile	Social Networking	

• LESSON 1: CAREERS IN SOCIAL MEDIA

1. Review Essential Questions. Post Essential Questions in the classroom.

- Is social media a "real" career area? In what capacity?

2. Lead a brief discussion about what social media is.
- Ask students, "How would you define social media?"
- What social media sites do you visit on a regular basis?
- How is social networking different from networking?

3. Careers in Social Media

- Ask students, "What sort of careers do you think are available in social media?"
- What types of companies and businesses hire people to work in social media?
- Have students list careers associated with social media on the board.
  - **Examples:**
    - Director of social media
    - Communications, marketing, research and data experts
    - Videographers
    - Online editors
    - Customer service
    - Professional blogging
- Ask students, "What do you think some of the responsibilities are for these jobs?"
- Would any of you want to work in social media? Why or why not?

4. Monster.com Activity
   - Give each student a **Social Media Careers** handout.
     - See attached supplementary files
   - Have students complete the research in the computer lab, but allow them time to complete the report at home.
   - **Note:** If **www.Monster.com** is blocked on your school server, allow students to do both the research and the report out of class.

5. Professional Blogging
   - Explain to students that professional blogging is a career that is not necessarily associated with a specific company or product.
   - Access the Web site **http://wantnot.net**. Display the screen so that all students may see the blog.
   - Lead a brief discussion about the purpose of the blog.
     - Ask students, "What is a blog?"
     - From this first look, what is the purpose of Want Not?
   - Scroll down the page so students see the different advertisements.
   - Ask students, "Why do you think there are advertisements on this blog?"
   - Explain to students that professional bloggers make money from advertising products and companies on their blogs.
   - Ask students, "Why do you think companies would like to associate themselves with blogs?"

6. Online Community Manager
   - Explain to students online community managers are hired differently than most other social media careers.
     - Companies look at how involved potential employees are online, such as how many friends they have on Facebook, how many people they follow on Twitter, and how many blogs they subscribe to.
   - Ask students, "Why do you think it is important to be involved online if you want this position?"
   - Ask students, "What do you think the responsibilities are of this job?"

- **LESSON 2: JOB SEARCHES USING SOCIAL MEDIA**

1. Review Essential Questions. Post Essential Questions in the classroom.

   - How can social media Web sites help and hinder you from getting a job?

2. Lead a discussion about professional social media profiles.
   - Ask students, "Have you heard of the networking site LinkedIn?"

- What makes a social media site professional instead of social?
- How is LinkedIn different from Facebook, MySpace and Twitter?
- What does it mean to market yourself?
- What are some ways, both related to social media and not, that you can market yourself?

3. What is a Resume?
   - Ask students, "Do any of you have a resume?"
   - What is the importance of having a resume?
   - What are some types of information to include on a resume?
     - **Examples:** Personal contact, references, education, past employment
   - If you were writing a resume, what do you think employers would care about most?
   - Give students the **Resume Writing Tips** worksheet.
     - See attached supplementary files
     - Review and discuss the tips as a class. Give students time to answer the questions on the handout.
       - Ask students, "Which of these do you think is the most important?"
       - What type of formatting stands out on a resume?
       - Why should you avoid using white paper?
   - Using the handout, have students brainstorm about what they would include on a resume for themselves.
   - Either in class or as an at-home project, have students create a personal resume to turn in. Have them save it to a USB drive to upload online.

4. Access **www.LinkedIn.com** and display it so all students can see the screen.
   - **Note:** If your school has blocked this Web site, access it from your home prior to the lesson and create screen captures to show students instead.
   - Review some key aspects of LinkedIn.com:
     - Resume uploading
     - Job listings
     - Networking opportunities in groups and connections
   - Give students the **Creating a LinkedIn Profile** handout.
     - See attached supplementary files
   - Have students, either at home or in a computer lab, create a LinkedIn profile of their own.

- ## LESSON 3: SOCIAL MEDIA AS A MARKETING TOOL

1. Review Essential Questions. Post Essential Questions in the classroom.

   - What social media sites are best for businesses to use?
   - Why is social media an effective marketing technique?
   - What target markets do different social media sites cater toward?

2. Lead a discussion about the use of social media in the business world.
   - Ask students, "What social media outlets are around for business use?"
     - **Examples:** Facebook fan and group pages, company Twitter accounts and YouTube channels
   - Do you know of any businesses that have social media pages or accounts?
   - What are some ways companies advertise and promote their products and services outside of social media?
   - What are some marketing examples using social media?

3. Business Plan

- Split the class into small groups of three to four people, preferably by pathway.
- Have each group create a company related to their pathway, and a product or service their company wishes to promote.
- View the **Social Media Marketing Plan** PowerPoint.
  - See attached supplementary files.
- Let each group create a business plan similar to the one on the PowerPoint presentation using the company and product they created.
  - **Note:** This project may take out-of-class work time.
- Have the groups present their projects upon completion.

• LESSON 4: CONSUMERS AND SOCIAL MEDIA

1. Review Essential Questions. Post Essential Questions in the classroom.

- How can consumers use social media to voice concerns?
- What target markets do different social media sites cater toward?

2. You as a Consumer
- Ask students, "What is a consumer?"
- Are we consumers?
- Have any of you or your friends or families bought a product they did not like, or liked a whole lot?
- How did they communicate their pleasure or displeasure with the product?
- Can consumers use social media to talk about companies and products?
- Is this type of online communication effective? Why or why not?

3. Voicing an Opinion
- Give students a copy of **The Caffeine Café** worksheet.
  - o See attached supplementary files
- Have students complete the worksheet on their own.
- Discuss their answers to the questions as a class.

4. Product or Service Critique
- Split students into small groups, and assign each group one of the following topics:
  - o A product that broke shortly after purchase
  - o A product that worked really well, exactly as advertised, and lived up to expectations
  - o A promotion that was heavily advertised but did not go as promised
  - o A food product that did not advertise allergens, and you got sick after eating it
  - o A service that was not performed to your expectations
- Instruct the groups to choose a specific product or service that falls under their topic.
  - o **Examples:**
    - MP3 player that stops playing
    - "Smart phone" that connects to all its applications and provides all promised services
    - The Caffeine Cafe scenario—not everyone got their free pastry
    - Cake mix that has wheat gluten in it, but does not advertise gluten content
    - Cleaning service only doing the bare minimum
- Have the groups research the different social media outlets utilized by the company that created, promoted or sold the product or service.
  - o If the chosen product or service does not utilize social media, have the group explain how it will get its critique to the company, and how using social media can benefit the business
- Allow each group to come up with a different critique for each such social media site.

- Have the groups present their critiques to the class, describing the different restrictions and requirements to post on the different sites.

• LESSON 5: ETHICS OF SOCIAL MEDIA USE IN BUSINESS

1. Review Essential Questions. Post Essential Questions in the classroom.

    - What ethical considerations are coming about because of social media?

2. Lead a discussion about ethical considerations when using social media.
    - Ask students, "What are ethics?"
    - Should you use social networking sites at work if it is not your job to do so? Why or why not?
    - Is it okay to create a fake profile and talk about how good your company's products are? Why or why not?
    - What does it mean to be "transparent?"
    - Is transparency a good thing or a bad thing in the business world?
    - Is it okay to constantly send e-mail updates to social media followers, or would it be better to limit them to once a day or at certain times?

3. Blogging for Businesses
    - Lead a brief discussion about how businesses can use blogging.
        - Ask students, "What is the difference between a professional blogger and a hired blogger for a company?"
        - Why do you think businesses would want a blog?
        - Do you know of any companies that use blogging as a marketing tool?
        - On the WantNot blog, we saw advertisements for other companies. Do you think a business blog would do this? Why or why not?
    - Have students split into their groups from Lesson 4.
    - Instruct them to write a blog post for a company blog, whether or not the blog was part of their social media marketing plan, using the **Blogging Tips** handout.
        - See attached supplementary files

4. Ethics Activity
    - Give each student a copy of **The Ethics Dilemma of Hardwired Software** handout.
        - See attached supplementary files
    - Have students read the scenario and answer the questions.
    - Discuss the answers as a class.

• ATTACHMENTS FOR LESSON PLANS

Social Media Careers
Creating a LinkedIn Profile
Resume Writing Tips
Social Media Marketing Plan
The Caffeine Café
Blogging Tips
The Ethics Dilemma of Hardwired Software
Vocabulary Glossary
Marketing Through Social Media Unit Exam
Marketing Through Social Media Unit Exam Key

✔ CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

✔ UNIT RESOURCES

Web Resources:
> **www.Monster.com**
> **http://wantnot.net**
> **www.LinkedIn.com**

21st Century Technology Used:

X	Slide Show Software		Graphing Software		Audio File(s)
	Interactive Whiteboard		Calculator		Graphic Organizer
	Student Response System		Desktop Publishing		Image File(s)
	Web Design Software	X	Blog		Video
	Animation Software		Wiki		Electronic Game or Puzzle Maker
	Email	X	Website		