



## CTE Externship Aligned Lessons: Sales and Marketing in Broadcasting

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This resource was created by Tennessee teachers who participated in teacher externships sponsored by the Tennessee Department of Education, Division of Career and Technical Education. Many of the resources within the activities may be specific to industries where teachers completed their externship. Teachers may opt to substitute resources from companies within their region for better local alignment.

### This resource is best for:

<b>Teachers of:</b>	Broadcasting I	<b>Career Cluster:</b>	Arts, A/V Technology and Communications
<b>Addressing Standard(s):</b>	3, 5, and 6	<b>Grade Band:</b>	9-10

**Learning Objective:** The goal of this activity is to develop a student's understanding of the role of demographics in advertising and the careers available in advertising/marketing while practicing the skills necessary to become proficient in the Tennessee Standards for Literacy in Technical Subjects. Teachers can use this activity to develop an understanding of how advertising targets specific audiences and how a sales department operates. Discussions, reading, researching, and writing exercises are coordinated in class to help students learn how media businesses benefit from understanding their audience.



Texts	Text Complexity Analysis
<p><b>Text 1 Title:</b> The Importance of Demographics in Marketing  <b>Author:</b> Gail Sessoms  <b>Citation/Publication Information:</b> The Houston Chronicle (Small Business)  <b>Link:</b> The Importance of Demographics in Marketing  <a href="http://smallbusiness.chron.com/importance-demographics-marketing-25365.html">http://smallbusiness.chron.com/importance-demographics-marketing-25365.html</a></p>	<p><b>Quantitative:</b> Lexile: 1450</p> <p><b>Qualitative:</b> This article explains in detail what data is used in compiling demographic information. Despite the high Lexile score, most readers should find the material fairly simple to understand. Some domain specific language is used.</p> <p><b>Reader and Task:</b> Most readers should be able to comprehend the information presented with little prompting from instructor. Readers should find the information presented as interesting as applied to advertising and marketing. Instructor can front-load domain specific and challenging academic vocabulary to assist struggling readers.</p>
<p><b>Text 2 Title:</b> Social Media Facts and Statistics You Should Know  <b>Author:</b> Jeff Bullas  <b>Citation/Publication Information:</b>  <b>Link:</b>  <a href="http://www.jeffbullas.com/2014/01/17/20-social-media-facts-and-statistics-you-should-know-in-2014/">http://www.jeffbullas.com/2014/01/17/20-social-media-facts-and-statistics-you-should-know-in-2014/</a></p>	<p><b>Quantitative:</b> Lexile: 1380</p> <p><b>Qualitative:</b> Purpose of the article shows the student the trends in social media usage. The article is organized with text discussing types of social media and several colorful graphics to enhance the data. Vocabulary is mostly contemporary and familiar.</p> <p><b>Reader and Task:</b> Some readers might be challenged by the use of colorful graphics and might even skip over the text which could lead to a misunderstanding of the impact of social media on advertising. Instructor should ensure that students are familiar with domain specific and challenging academic vocabulary as well as icons for various social media platforms.</p>



<b>ELA/Literacy Standards addressed by task</b>	
<b>Strand</b>	<b>Grades 9-10</b>
Reading in Technical Subjects: Key Ideas & Details	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations of descriptions.
Reading in Technical Subjects: Key Ideas & Details	2. Determine the central ideas or conclusions of a text, trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
Writing in Technical Subjects: Text Types & Purposes	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>



<b>Tennessee CTE Standards addressed by task</b>	
Broadcasting I	<p>3.0 Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.</p> <p>3.1 Assume responsibility for accomplishing classroom assignments and workplace goals within accepted time frames.</p> <p>3.2 Develop advanced study skills.</p> <p>3.3 Demonstrate and use written and verbal communication skills.</p> <p>3.4 Read and understand technical documents such as regulations, manuals, reports, forms, graphs, charts, and tables.</p> <p>5.0 Students will demonstrate the ability to communicate effectively through oral, written, and visual expression.</p> <p>5.1 Examine different mass media fields of study, including audio and video technologies and journalism and broadcasting.</p> <p>5.2 Interpret industry-specific writing samples.</p> <p>5.3 Demonstrate enunciation, vernacular, diction, and proper speech techniques for mass media applications.</p> <p>6.0 Students will examine various funding methods for the media industry.</p> <p>6.1 Demonstrate an understanding of advertising.</p>

<b>What key insights should students take from these resources?</b>
<ol style="list-style-type: none"> <li>1. Students will understand that broadcasters identify and target groups based on demographics (sex, gender, race, income, etc.).</li> <li>2. Students will understand how businesses benefit and grow their business based on demographic data.</li> <li>3. Students will identify several key demographics and create advertising for specific areas of the population.</li> <li>4. Students will identify the responsibilities of various employees within a media outlet.</li> </ol>



**Text-Dependent Questions**

**Text 1**

- Given the information in this essay, how would a radio station utilize the information about race?
- According to the article why is it more effective to market to a particular demographic rather than to an individual?
- Marketing and advertising are very expensive for businesses. According to the article explain how using demographic information could help increase sales.
- According to this article, how is data gathered and where would businesses be able to access the information most useful to their companies?

**Text 2**

- Discuss the use of Facebook among different age groups and how this might impact the advertising of three different products.
- Cite evidence from the text that supports or refutes the statement: “Social media is becoming more integrated into our lives.”
- Using the graphs, discuss the amount of time that people spend on social media and explain why age might be a factor in usage. Locate two graphs where you fall into that demographic and explain how accurate that information is or is not according to your specific categories.
- Explain what the author means by this quote, “Social media is a blur of tweets, shares and content. No longer is it used by the young and the restless. It is global and embedded in every corner of the web.”
- According to the article, why does the author believe that Google+ will surpass Facebook in popularity?

<b>Writing Mode</b>	<b>Writing Prompt</b>
Informational/Explanatory	<p>Businesses need people to buy their products and services. Media outlets, including traditional TV/radio and newer social media help businesses by marketing to specific target audiences.</p> <p>You are the head of sales and marketing for radio station. You are assisting your local luxury car dealership in creating their newest radio commercial. Explain the steps and importance in determining a target audience to the client. Be sure to cite evidence from the texts to assist in your explanation.</p>

**Additional Resources**

**Suggested Additional Website References:** *Virtualjobshadow.com (advertising marketing director clip & questions)*



**Potential Lesson Plan Design:**

**Day 1:**

Have the class divide into the following suggested groupings: male/female, brown eyes/blue eyes, age. Keep a tally of these numbers. Ask students why such information might be important for TV and radio stations and the clients that advertise their products on the station. Next, read the first text in its entirety.

- When you have finished reading, discuss the central idea of the text. Have the students summarize and identify unfamiliar vocabulary. Provide some context for inferring unknown words.
- Divide students in pairs, have one person from each pair describe demographics (age, gender and income) and why businesses might need this information. Share with group.
- Have students compare and contrast demographic information at our school. Discuss which type of businesses would target our population.
- Before class ends have students complete exit cards listing three things they learned, two things they still want to know about this topic, and one comment about the subject/text.

Text Under Discussion	Sample Teacher Dialogue & Guiding Questions
<p><b>Text 1:</b> <i>The Importance of Demographics in Marketing</i></p>	<ul style="list-style-type: none"> <li>• Given the information in this essay, how would a country radio station utilize this demographic information? And a rap station? A pop station? A classic rock station?</li> <li>• What types of promotions could be developed based on that information?</li> <li>• Describe the language used in the article. Did the author use a certain tone to inform the reader about demographics? Based on the article, how should the reader perceive the use of demographics in marketing?</li> <li>• How does the article make you react? Did you realize that your age, gender, or race plays a part in selling you products?</li> </ul>



**Day 2:**

Review the exit cards for trends and interesting observations then conduct a quick question and answer session with class based on their exit responses.

Read the second text and discuss both the text and infographics. What is the focus of this information? How would a business use this information?

Students will discuss the section titled, "Businesses and Marketers Love Social Media!" Then independently, students will choose one other area of the infographic that best supports this information and explain in a paragraph. Begin writing prompt in class with direction from teacher; students will complete for homework.

**Suggestions for use in a Broadcasting class:** After extended explanation of how a sales department works in the broadcast industry, students will be grouped for a role-playing activity. Students will rotate through the following roles: local businesses owners who need to advertise, account executives who help business owners understand the best way(s) to advertise their product, and station copy writers who develop the script for the advertisement(s).

Text Under Discussion	Sample Teacher Dialogue & Guiding Questions
<p><b>Text 2:</b> <i>Social Media Facts and Statistics You Need to Know in 2014</i></p>	<ul style="list-style-type: none"> <li>• After reviewing the infographic, discuss the use of Facebook among different age groups and how this might impact the advertising of products.</li> <li>• After again looking at the infographic discuss the amount of time that people use social media and why age might be a factor in usage.</li> <li>• Discuss with a partner how you and your friends use social media. Does social media affect your buying decisions? Is there a graphic that accurately represents your social media habits?</li> </ul>



**Discussion:** These texts could be explored orally and used to form the basic foundation of a lesson or series of lessons. Close-reading questions should be developed in advance in order to drive student understanding of the material while also practicing reading skills. For information on how to develop questions for this type of discussion, visit [http://www.tncore.org/literacy\\_in\\_science\\_and\\_technology/curricular\\_resources/text\\_dependent\\_questions.aspx](http://www.tncore.org/literacy_in_science_and_technology/curricular_resources/text_dependent_questions.aspx).

**Writing and/or Assessment:** The writing prompt included can be either a constructed-response assessment or a longer-term writing assignment for students to develop and refine over time to gauge student understanding of technical content as well as reading and writing skills as outlined by the Tennessee State Standards for English Language Arts in Technical Subjects. An appropriate writing rubric – such as those found at [http://www.tncore.org/literacy\\_in\\_science\\_and\\_technology/assessment/scoring\\_resources.aspx](http://www.tncore.org/literacy_in_science_and_technology/assessment/scoring_resources.aspx) – should be used to assess student work.

- **Culminating Assessment:** If using this material as an assessment, present all three texts to students at once, and provide them with the prompt and materials to use to construct their response. This should be a timed exercise (for example, 90 minutes). Use this exercise as an assessment to measure student progress toward reading and writing expectations as well as content knowledge. This is a good primer activity for state assessments.
- **Task:** If using this material as a writing task, you may scaffold the texts with close readings and text-based questions to guide student exploration of the texts. A culminating task of this lesson or sequence of lessons could be the writing prompt – either assigned in class, as homework, or as a report that is drafted and refined over time to build writing skills.
- **In-class work:** The writing prompt can also be shortened and used as an exit slip or journal entry at the conclusion of a lesson or series of lessons and then used formatively to determine student understanding of marketing concepts.

**Scaffolding and support for students with special needs, English language learners, and struggling readers:** Consider pre-teaching synonyms of difficult vocabulary words. Lower-level readers and ELL students can still be challenged without being overloaded with difficulty. This strategy can also be used to differentiate for stronger readers by introducing new, and more challenging, vocabulary. Struggling readers would also benefit from visual aids to illustrate many of the ideas presented. Pictures, diagrams, and charts alongside the text will go far to aid students as they dissect the articles.

**Note:** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. TDOE asks local districts to review these materials for social, ethnic, racial, religious, and gender bias before use in local schools.