

Field Trip: Game Day

Media Type: Video
Duration: 30 min.

Goal: To analyze the marketing aspects which go into a sporting event.

Description:

This program explores sports marketing by going behind the scenes of a college football game. Students are introduced to marketing through real-world examples and situations. Students will compare the different approaches of sports marketing and consider the future of the business.

Objectives:

1. The student will examine different aspects of sports marketing.
2. The student will describe examples of sports marketing.
3. The student will discover new ways to market to sports fans.
4. The student will discuss the future of sports marketing.



Marketing Career Cluster (MK)

Cluster	Standard
	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
	Select, monitor and manage sales and distribution channels.
	Determine and adjust prices to maximize return while maintaining customer perception of value.
	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
	Use marketing strategies and processes to determine and meet client needs and wants.
Marketing Communi- cations Career Path- way (MK-COM)	Apply techniques and strategies to convey ideas and information through marketing communications.
	Plan, manage and monitor day-to-day activities of marketing communications operations.
	Access, evaluate and disseminate information to enhance marketing decision-making processes.
	Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
Marketing Manage- ment Career Pathway (MK-MGT)	Plan, organize and lead marketing staff to achieve business goals.
	Plan, manage and monitor day-to-day marketing management operations.
	Plan, manage and organize to meet the requirements of the marketing plan.
	Access, evaluate and disseminate information to aid in making marketing management decisions.
	Determine and adjust prices to maximize return and meet customers' perceptions of value.
	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
	Communicate information about products, services, images and/or ideas.

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Common Core Standards

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

Comprehension & Collaboration		Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
		Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
		Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
	9-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
Presentation of Knowledge & Ideas		Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
		Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	

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Lesson Plan

Class 1: Before showing the presentation, explain to students that they will be taking a video field trip to see behind the scenes of what goes into a game day experience. Have students fill in the first two sections of the *KWL Project*. Afterward, distribute the *Field Trip: Game Day Vocabulary Handout* and the *Field Trip: Game Day Worksheet* for students to use as reference materials during the presentation. Show *Field Trip: Game Day: Introduction, Introduction to Marketing* and *Game Day Preparation* segments. Complete the *I Spy Marketing Activity*.



Video
8 min.

Class 2: Have students continue completing the *KWL Project*. Continue the presentation by showing the *Field Trip: Game Day: Sponsorships, Marketing Media, Stadium Suites* and *The Evolution of Sports Marketing* segments. Complete the *If I Was a Sports Marketer... Activity*. Assign the *Field Trip: Game Day Cross Word* for homework as a review for the assessment.



Video
22 min

Class 3: Administer the *Field Trip: Game Day Assessment*. Instruct students to create a brochure or presentation from the KWL information. Students will share their projects with classmates.



Lesson Links

National Sports Marketing Network

- <http://www.sportsmarketingnetwork.com>

Sport Marketing Association

- <http://www.sportmarketingassociation.com>



Career & Technical Student Organizations

BPA

- **Small Business Management Team**
- **Management/Marketing/Human Resources Concepts—Open Event**

DECA

- Sports and Entertainment Marketing Team Decision Making—STDM
- Sports and Entertainment marketing Series—SEM

FBLA

- **Introduction to Business**
- **Marketing**
- **Sports Management**



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50329, Dane LaMere, Creative Director, Converse Marketing
- iCEV50340, Dustee, Tucker, Media Director, Pro Systems
- iCEV50502, Julie Giese, Director of Communications, Daytona International Speedway
- iCEV50473, Lauren DeFrank, Events Associate, Alliance to Save Energy
- iCEV50521, Desmond Howard, College Football Analyst, ESPN College GameDay

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Lab Activities

I Spy Sports Marketing

Directions:

Students will create a list of at least five examples of sports marketing. The list must include a link to or picture of the example and a reason why the marketing method is an effective or ineffective example of sports marketing.

If I Were a Sports Marketer...

Directions:

Students will choose a sports team and develop a proposal of potential marketing opportunities for the team. The list must include a description of the sports team, at least five marketing opportunities such as sponsorships, endorsements, or game day promotions, and why each marketing opportunity would increase the marketing efforts of the sports team.



Project

KWL

Directions:

Ask the question, "What do you know about sports marketing?" Ask students to list what they know about sports marketing under the "K" section of the project. Discuss students' lists before continuing. Instruct students to list several questions they have about sports marketing under the "W" section and ask for volunteers to share their questions. Advise students to complete the "L" section while viewing the presentation. After completing the presentation discuss the students' "L" section and ask if there were any unanswered questions under the "W" section. If so, allow students time to research these by accessing Internet or library resources. Students should create a brochure or presentation compiling the information.