

Social Media Marketing Campaigns: Creation

Media Type: Video
Duration: 9 minutes

Goal: To properly understand what a social media marketing campaign is and how it is created.

Description: Because social media has the potential to not only reach millions of people, but also interact with them, it has quickly become a marketer's favorite tool. This presentation defines social media marketing campaigns, allows students to learn how to conduct research to understand the status quo, details goals for a social media marketing campaign and designs a comprehensive social media plan.

Objectives:

1. To define social media marketing campaigns.
2. To learn how to conduct research and to understand the status quo.
3. To develop goals for a social media marketing campaign.
4. To design a comprehensive social media plan.



Business Management & Administration Career Cluster (BM)

Cluster	Standard
	Explore, develop and apply strategies for ensuring a successful business career.
	Identify, demonstrate and implement solutions in managing effective business customer relationships.
General Management Career Pathway (BM-MGT)	Employ and manage techniques, strategies and systems to enhance business relationships.
	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

Human Services Career Cluster (HU)

Cluster	Standard
	Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.
	Evaluate the role of the family, community and human services in society and the economy.
	Use effective communication with human services clients and their families.
	Explain how human development principles enhance the wellbeing of individuals and families.
Family & Community Services Career Pathway (HU-FAM)	Identify community resources to provide family and community services.
	Communicate effectively to gain support from the client's family and other support groups.

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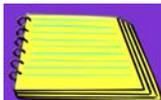
College & Career Readiness Anchor Standards for Speaking and Listening

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.
	<i>9-12.1</i> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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.
	<i>9-10.4</i> 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.
	<i>11-12.4</i> 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.

College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	<i>9-12.1</i> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	<i>9-12.2</i> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	<i>9-12.4</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<i>9-12.5</i> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	<i>9-10.6</i> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	<i>11-12.6</i> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<i>9-12.9</i> Draw evidence from literary or informational texts to support analysis, reflection, and research.	

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Lesson Plan

Class 1: Begin class by distributing the *Social Media Marketing Campaign: Creation Vocabulary Handout* and *Worksheet* for students to use as reference materials. Show the *Social Media Marketing Campaign: Creation* presentation. Distribute the *Social Media Campaign Research Activity* and allow time for students to complete it. Instruct students to begin the *Social Media & Marketing Project*.



9 min.

Class 2: Allow students the entire class to work on their *Projects*.

Class 3: Distribute the *Social Media Marketing Campaign: Creation Assessment*. Students should share their *Projects* with the class.



Career & Technical Student Organizations

Technology Student Association

- Digital Video
- Webmaster

Business Professionals of America

- Digital Media Production
- Business Communication Skills



Lab Activity

Social Media Campaign Research

Directions:

Distribute *Activity* sheet. Instruct students to match each listed social media research question to its type. Start a class discussion on how the social media marketers conduct research before the campaign.



Lesson Links

Social Media Today

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

Introduction to Social Media

- <http://www.usf.edu/ucm/marketing/intro-social-media.aspx>

Entrepreneur: Social media

- <https://www.entrepreneur.com/topic/social-media>



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.

- iCEV50666, Roger Phelps, Promotional Communications Manager, Stihl, Inc.
- iCEV50667, Jack Trammell, President, VNR-1 Communications
- iCEV50532 Frank J, Kenny, Owner/Founder, Frank J Kenny, LLC.



Project

Social Media & Marketing

Directions:

For this *Project*, students will choose a company which utilizes social media as one of its main marketing tools. Instruct students to conduct research based on the information provided on the Internet and their opinions about the company's social media marketing performance. Students will create a Microsoft® PowerPoint® presentation detailing the company's social media usage. The presentation should include the background, mission and target market of the company, the current social media usage and the contributions of social media to their marketing efforts. Students will present their findings to the class and discuss whether or not their opinions were correct.