

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

SPORTS AND ENTERTAINMENT MARKETING

Grades 10-12

Business Education Department

2017

Curriculum Writing Team

Christina Rusate

Department Chair

Beth Yerina

Teacher

Jonathan S. Budd, Ph.D., Director of Curriculum, Instruction, & Assessments

Sports and Entertainment Marketing
Grades 10-12
Table of Contents

Core Values & Beliefs	2
Introduction & Philosophy	2
Course Goals.....	2
Course Enduring Understandings	3
Course Essential Questions.....	4
Course Syllabus	5
Unit 1: Introduction to Sports and Entertainment Marketing	6
Unit 2: Marketing Basics	8
Unit 3: Sports Marketing	10
Unit 4: Entertainment Marketing	12
Unit 5: Sports Products	14
Unit 6: Entertainment Products	16
Unit 7: Product and Price Decisions	18
Unit 8: Branding, Licensing, and Images	20
Unit 9: Sports and Entertainment Promotion	22
Culminating Project	23
Course Credit	24
Prerequisites	24
Assured Student Performance Rubrics	24

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Sports and Entertainment Marketing is a half-year business elective course offered to students in grades 10, 11 and 12 at Trumbull High School interested in marketing concepts as they relate to the growing sports and entertainment industries. The purpose of this course is to introduce students to marketing basics, marketing college athletics, sports marketing, using sports to market products, public images, entertainment marketing, legal issues in sports and entertainment, and advertising. This course will offer students the ability to define their own interests while exploring possible future careers.

Business education is an integral part of the total academic structure and provides a significant contribution to the education of all students in a business-oriented society. Specifically, Sports and Entertainment Marketing is planned and sequenced to foster essential 21st-century skills, including reading and writing effectively and problem-solving through critical thinking while encouraging independent thinking and learning. With these vital skills necessary for success in today's business world, students will be able to formulate educated decisions regarding post-secondary plans and procure promising career options.

COURSE GOALS

The following course goals derive from the 2007 National Standards for Business Education.

NSBE.Marketing.I (Foundations of Marketing)	Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.
NSBE.Marketing.II (Consumers and Their Behavior)	Analyze the characteristics, motivations, and behaviors of consumers.
NSBE.Marketing.III (External Factors)	Analyze the influence of external factors on marketing.
NSBE.Marketing.IV (The Marketing Mix)	Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

NSBE.Marketing.V (Marketing Research)	Analyze the role of marketing research in decision making.
NSBE.Marketing.VI (The Marketing Plan)	Describe the elements, design, and purposes of a marketing plan.

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Digital Citizen (Standard 2)	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
ISTE Global Collaborator (Standard 7)	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- marketing basics exist for sports marketing and entertainment marketing, and differ in some ways between the two fields.

- the marketing mix is an essential concept of sports marketing and entertainment marketing.
- successful marketing is dependent largely on selection of the appropriate market for a product/service and on an effective marketing plan.
- product mix strategies can help meet customer expectations.

COURSE ESSENTIAL QUESTIONS

- How do marketing concepts and skills apply to the sports and entertainment industry?
- What factors affect consumers in sports and entertainment industries?
- Why does marketing need to vary for each specific sports category?
- Why does marketing need to vary for each specific entertainment category?
- How do sports impact the consumer view of products in the marketplace?
- How does entertainment impact the consumer view of products in the marketplace?
- How do pricing and promotion impact a consumer's decision to purchase a product?
- How do branding, licensing, and imagery impact a consumer's decision to purchase or stay loyal to a product?
- How do all of the aspects of marketing affect the final, ultimate product and the consumer's perception of it?

COURSE SYLLABUS

Course Name

Sports and Entertainment Marketing

Level

Grades 10-12

Prerequisites

None

Materials Required

None

General Description of the Course

“JUST DO IT!” Students will be introduced to marketing concepts as they relate to the ever-growing, very popular sports and entertainment industries. Topics will include marketing basics, sports marketing, entertainment marketing, sports and entertainment products, imaging, licensing, and promotion. “Never let the fear of striking out keep you from playing the game.” – Babe Ruth

Students may not take this course concurrently with Honors CCP Principles of Marketing.

Core Texts

excerpts from Farese, Lois Schneider, Gordon Nicholson, David A. Grossman, and Paul Wardinski. *Sports and Entertainment Marketing*. Woodland Hills, CA: Glencoe, 2005. Print.

excerpts from Kaser, Ken, and Dotty Boen Oelkers. *Sports and Entertainment Marketing*. 4th ed. Nashville: South-Western, 2015. Print.

excerpts from Kaser, Ken, and John R. Brooks, Jr. *Sports and Entertainment Marketing*. Nashville: South-Western, 2004. Print.

UNIT 1

Introduction to Sports and Entertainment Marketing

Unit Goals

At the completion of this unit, students will:

NSBE.Marketing.I (Foundations of Marketing)	Define marketing.
NSBE.Marketing.I (Foundations of Marketing)	Describe the wide scope of marketing.
NSBE.Marketing.IV (The Marketing Mix)	Identify the elements of the marketing mix.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Unit Essential Questions

- How do marketing concepts and skills apply to the sports and entertainment industry?
- What is marketing?
- What are the elements of the marketing mix, and how are they applied?
- How does one differentiate entertainment from sports marketing?

Scope and Sequence

1. Marketing
2. Marketing mix
3. Sports marketing
4. Entertainment marketing

Assured Assessments

Students will complete any of the following learner activities:

- Create a trading card for themselves
- Apply the marketing mix concept to various ice cream companies using the “We All Scream for Ice Cream” activity
- Research the Super Bowl
- Identify advertising campaigns featuring celebrities or athletes
- Research information about the first talking movie
- Create an itinerary for a weekend trip to a professional baseball/football game, utilizing the elements of the marketing mix

Resources

Core

- excerpts from Farese, Lois Schneider, Gordon Nicholson, David A. Grossman, and Paul Wardinski. *Sports and Entertainment Marketing*. Woodland Hills, CA: Glencoe, 2005. Print.
- excerpts from Kaser, Ken, and Dotty Boen Oelkers. *Sports and Entertainment Marketing*. 4th ed. Nashville: South-Western, 2015. Print.
- excerpts from Kaser, Ken, and John R. Brooks, Jr. *Sports and Entertainment Marketing*. Nashville: South-Western, 2004. Print.

Time Allotment

- Approximately 2 weeks

UNIT 2

Marketing Basics

Unit Goals

At the completion of this unit, students will:

NSBE.Marketing.III (External Factors)	Discuss the history of sports and entertainment marketing.
NSBE.Marketing.III (External Factors)	Explain risks and risk management of sports and entertainment events.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Unit Essential Questions

- What factors affect consumers in sports and entertainment industries?
- How does discretionary income affect the consumer?
- What is the product tie-in correlation between core and ancillary products?
- How does gross impression affect the consumer?
- How does a marketer identify and manage risks in various entertainment industries?

Scope and Sequence

1. Consumers
2. Discretionary income
3. Product tie-ins
4. Risk management

Assured Assessments

Students will complete any of the following learner activities:

- Analyze the case study “New Kind of Kick, DC Shoes” by responding to relevant open-ended questions
- Identify movies as core products and identify ancillary products for each
- Read an article and formulate an opinion on risk management using the data-driven decision-making process

Resources

Core

- excerpts from Farese, Lois Schneider, Gordon Nicholson, David A. Grossman, and Paul Wardinski. *Sports and Entertainment Marketing*. Woodland Hills, CA: Glencoe, 2005. Print.

- excerpts from Kaser, Ken, and Dotty Boen Oelkers. *Sports and Entertainment Marketing*. 4th ed. Nashville: South-Western, 2015. Print.
- excerpts from Kaser, Ken, and John R. Brooks, Jr. *Sports and Entertainment Marketing*. Nashville: South-Western, 2004. Print.

Time Allotment

- Approximately 1 week

UNIT 3

Sports Marketing

Unit Goals

At the completion of this unit, students will:

NSBE.Marketing.I (Foundations of Marketing)	Define sports marketing.
NSBE.Marketing.I (Foundations of Marketing)	Identify the different categories of sports.
NSBE.Marketing.I (Foundations of Marketing)	Differentiate between amateur sports and professional sports.
NSBE.Marketing.I (Foundations of Marketing)	Discuss the significance of international sports.
NSBE.Marketing.I (Foundations of Marketing)	Explain the significance of women's sports.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Unit Essential Questions

- Why does marketing need to vary for each specific sports category?
- What is sports marketing?
- How can the sports industry be categorized?
- How has Title IX affected the sports world?

Scope and Sequence

1. Sports marketing
2. Categories of sports
 - Amateur
 - Collegiate
 - Professional
 - Olympic
 - International

- Women's
 - Extreme
3. Title IX

Assured Assessments

Students will complete any of the following learner activities:

- Create a graphic organizer for a famous athlete and his/her product endorsements
- Research and identify factors that contribute to the popularity of extreme sports
- Research and identify possible careers in the sports marketing field using the *Occupational Outlook Handbook*
- Analyze the case study “Winning Strategies: From Intern to Sports Anchor” by responding to relevant open-ended questions
- View and apply principles from the film *The Blind Side* to college applications and athletic resumes to distinguish themselves in the college admissions process
- Present a current event in the sports industry

Resources

Core

- excerpts from Farese, Lois Schneider, Gordon Nicholson, David A. Grossman, and Paul Wardinski. *Sports and Entertainment Marketing*. Woodland Hills, CA: Glencoe, 2005. Print.
- excerpts from Kaser, Ken, and Dotty Boen Oelkers. *Sports and Entertainment Marketing*. 4th ed. Nashville: South-Western, 2015. Print.
- excerpts from Kaser, Ken, and John R. Brooks, Jr. *Sports and Entertainment Marketing*. Nashville: South-Western, 2004. Print.

Supplemental

- Guest speaker from the professional sports industry
- Guest speaker discussing Title IX
- Guest speaker discussing NCAA rules and regulations for the college-bound athlete
- Hancock, John Lee, Dir. *The Blind Side*. 2010. Film.

Time Allotment

- Approximately 3 weeks

UNIT 4

Entertainment Marketing

Unit Goals

At the completion of this unit, students will:

NSBE.Marketing.I (Foundations of Marketing)	Define entertainment marketing.
NSBE.Marketing.I (Foundations of Marketing)	Identify different types of entertainment media.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Unit Essential Questions

- Why does marketing need to vary for each specific entertainment category?
- What is entertainment marketing?
- How can the entertainment industry be categorized?

Scope and Sequence

1. Entertainment marketing
2. Types of entertainment
 - Film
 - Theme parks
 - Television
 - Radio
 - Music industry
 - Performing arts

Assured Assessments

Students will complete any of the following learner activities:

- Identify possible careers in the entertainment marketing field
- Research and identify various components of the “indie” film industry
- Create a presentation about a particular influential character in the world of entertainment: “Character Hall of Fame” project
- Present a current event in the entertainment industry

Resources

Core

- excerpts from Farese, Lois Schneider, Gordon Nicholson, David A. Grossman, and Paul Wardinski. *Sports and Entertainment Marketing*. Woodland Hills, CA: Glencoe, 2005. Print.
- excerpts from Kaser, Ken, and Dotty Boen Oelkers. *Sports and Entertainment Marketing*. 4th ed. Nashville: South-Western, 2015. Print.
- excerpts from Kaser, Ken, and John R. Brooks, Jr. *Sports and Entertainment Marketing*. Nashville: South-Western, 2004. Print.

Supplemental

- Guest speaker from the music industry

Time Allotment

- Approximately 2 weeks

UNIT 5

Sports Products

Unit Goals

At the completion of this unit, students will:

NSBE.Marketing.II (Consumers and Their Behavior)	Define sports consumer.
NSBE.Marketing.II (Consumers and Their Behavior)	Explain market segmentation.
NSBE.Marketing.II (Consumers and Their Behavior)	Explain the differences between sports goods and services.
NSBE.Marketing.IV (The Marketing Mix)	Identify sports products.
NSBE.Marketing.IV (The Marketing Mix)	Differentiate between the product line and product mix.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Unit Essential Questions

- How does sports impact the consumer view of products in the marketplace?
- How would one identify a sports consumer?
- How do environmental factors affect sports consumer spending?
- How is market segmentation used to analyze a market?
- How can sports products be categorized?

Scope and Sequence

1. Sports consumer
2. Market segmentation
3. Types of sports products
 - Events
 - Information
 - Training
 - Goods
4. Product line and product mix

Assured Assessments

Students will complete any of the following learner activities:

- Identify possible careers in the sports product industry
- Read an article and formulate an opinion about a sports product using the data-driven decision-making process
- Analyze the case study “More than Homeruns” by responding to relevant open-ended questions
- Research sports products using the “Gatorade” activity and the “Energy Drinks” activity
- Create and present a label and a banner advertisement for a new sports drink

Resources

Core

- excerpts from Farese, Lois Schneider, Gordon Nicholson, David A. Grossman, and Paul Wardinski. *Sports and Entertainment Marketing*. Woodland Hills, CA: Glencoe, 2005. Print.
- excerpts from Kaser, Ken, and Dotty Boen Oelkers. *Sports and Entertainment Marketing*. 4th ed. Nashville: South-Western, 2015. Print.
- excerpts from Kaser, Ken, and John R. Brooks, Jr. *Sports and Entertainment Marketing*. Nashville: South-Western, 2004. Print.

Time Allotment

- Approximately 2 weeks

UNIT 6

Entertainment Products

Unit Goals

At the completion of this unit, students will:

NSBE.Marketing.II (Consumers and Their Behavior)	Explain the significance of impulse spending.
NSBE.Marketing.II (Consumers and Their Behavior)	Discuss the difference between primary and secondary markets.
NSBE.Marketing.IV (The Marketing Mix)	Identify types of entertainment products.
NSBE.Marketing.IV (The Marketing Mix)	Define evergreen products.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Unit Essential Questions

- How does entertainment impact the consumer view of products in the marketplace?
- How can entertainment products be categorized?

Scope and Sequence

1. Entertainment products
 - Film and music merchandising
 - Music and CD distribution
 - Video and electronic games
 - Print books and magazines
 - Theme parks and water parks
2. Special events

Assured Assessments

Students will complete any of the following learner activities:

- Identify possible careers in the entertainment product industry
- Research entertainment products using the “Jingles and Evergreens” activity
- Analyze the case study “Winning Strategies: Oprah Winfrey” by responding to relevant open-ended questions

Resources

Core

- excerpts from Farese, Lois Schneider, Gordon Nicholson, David A. Grossman, and Paul Wardinski. *Sports and Entertainment Marketing*. Woodland Hills, CA: Glencoe, 2005. Print.
- excerpts from Kaser, Ken, and Dotty Boen Oelkers. *Sports and Entertainment Marketing*. 4th ed. Nashville: South-Western, 2015. Print.
- excerpts from Kaser, Ken, and John R. Brooks, Jr. *Sports and Entertainment Marketing*. Nashville: South-Western, 2004. Print.

Supplemental

- Guest speaker from local/regional theater company

Time Allotment

- Approximately 1 week

UNIT 7

Product and Price Decisions

Unit Goals

At the completion of this unit, students will:

NSBE.Marketing.IV (The Marketing Mix)	Identify pricing strategies.
NSBE.Marketing.IV (The Marketing Mix)	Describe how promotional methods are used in marketing.
NSBE.Marketing.IV (The Marketing Mix)	Identify different types of entertainment media.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Unit Essential Questions

- How do pricing and promotion impact a consumer’s decision to purchase a product?
- Why is pricing an important factor in marketing sports and entertainment events?
- What factors affect pricing decisions?
- How is product placement used to market products?

Scope and Sequence

1. Pricing strategies
2. Reach and frequency
3. Product placement

Assured Assessments

Students will complete any of the following learner activities:

- Read an article and formulate an opinion about pricing strategies using the data-driven decision-making process
- View “The Real Story behind the Real Thing” and answer active viewing questions related to products, prices, and the consumer
- Analyze the case study “Opening Act” by responding to relevant open-ended questions

Resources

Core

- excerpts from Farese, Lois Schneider, Gordon Nicholson, David A. Grossman, and Paul Wardinski. *Sports and Entertainment Marketing*. Woodland Hills, CA: Glencoe, 2005. Print.
- excerpts from Kaser, Ken, and Dotty Boen Oelkers. *Sports and Entertainment Marketing*. 4th ed. Nashville: South-Western, 2015. Print.
- excerpts from Kaser, Ken, and John R. Brooks, Jr. *Sports and Entertainment Marketing*. Nashville: South-Western, 2004. Print.

Time Allotment

- Approximately 2 weeks

UNIT 8

Branding, Licensing, and Images

Unit Goals

At the completion of this unit, students will:

NSBE.Marketing.V (Marketing Research)	Apply the concepts of branding and brand equity.
NSBE.Marketing.V (Marketing Research)	Discuss types of brands.
NSBE.Marketing.V (Marketing Research)	Describe how to develop an effective brand name.
NSBE.Marketing.V (Marketing Research)	Discuss product licensing and its importance.
NSBE.Marketing.V (Marketing Research)	Explain the importance of sponsorships and endorsements.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Unit Essential Questions

- How do branding, licensing, and imagery impact a consumer's decision to purchase or stay loyal to a product?
- Why does branding affect image and customer loyalty to a product and company?
- How do images and public perceptions of celebrities and companies affect the success of merchandise?
- How does brand recognition aid in differentiating products?

Scope and Sequence

1. Brand equity
2. Co-branding
3. Brand names
4. Licensing
5. Sponsorships
6. Endorsements

Assured Assessments

Students will complete any of the following learner activities:

- Complete worksheet on careers in corporate sponsorships and marketing
- Research licensing, endorsements, and sponsorships through various activities
- Read an article and formulate an opinion about celebrity endorsements using the data-driven decision-making process
- Solve the trademark letter alphabet puzzle to emphasize the importance of visual marketing

Resources

Core

- excerpts from Farese, Lois Schneider, Gordon Nicholson, David A. Grossman, and Paul Wardinski. *Sports and Entertainment Marketing*. Woodland Hills, CA: Glencoe, 2005. Print.
- excerpts from Kaser, Ken, and Dotty Boen Oelkers. *Sports and Entertainment Marketing*. 4th ed. Nashville: South-Western, 2015. Print.
- excerpts from Kaser, Ken, and John R. Brooks, Jr. *Sports and Entertainment Marketing*. Nashville: South-Western, 2004. Print.

Time Allotment

- Approximately 2 weeks

UNIT 9

Sports and Entertainment Promotion

Unit Goals

At the completion of this unit, students will:

NSBE.Marketing.I (Foundations of Marketing)	Define event marketing.
NSBE.Marketing.IV (The Marketing Mix)	Explain promotion and the promotional mix.
NSBE.Marketing.IV (The Marketing Mix)	Identify the role of advertising in promotion.
NSBE.Marketing.IV (The Marketing Mix)	Identify the role of public relations and personal selling.
NSBE.Marketing.VI (The Marketing Plan)	Discuss the different types of promotional budgets.
NSBE.Marketing.VI (The Marketing Plan)	Identify a career in the sports or entertainment marketing field and describe its educational preparation and future outlook.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Unit Essential Questions

- How do all of the aspects of marketing affect the final, ultimate product and the consumer's perception of it?
- How can event marketing be used to complement the promotion of an overall promotion strategy?
- How is an effective promotional mix developed?
- How can the effectiveness of sports and entertainment advertising be evaluated?

Scope and Sequence

1. Event marketing

2. Promotional mix
 - Advertising
 - Public relations and publicity
 - Personal selling
 - Sales promotion
3. Promotional budget
4. Careers in sports and entertainment marketing

Assured Assessments

Students will complete any of the following learner activities:

- Research and identify possible careers in the sports marketing field using the *Occupational Outlook Handbook*
- Create a brochure about a specific career in sports and entertainment marketing
- Create a print advertisement for an event or game
- Participate in trip to Webster Bank Arena to emphasize sports and entertainment marketing concepts
- Sports and Entertainment Marketing Culminating Project (see below)

Resources

Core

- excerpts from Farese, Lois Schneider, Gordon Nicholson, David A. Grossman, and Paul Wardinski. *Sports and Entertainment Marketing*. Woodland Hills, CA: Glencoe, 2005. Print.
- excerpts from Kaser, Ken, and Dotty Boen Oelkers. *Sports and Entertainment Marketing*. 4th ed. Nashville: South-Western, 2015. Print.
- excerpts from Kaser, Ken, and John R. Brooks, Jr. *Sports and Entertainment Marketing*. Nashville: South-Western, 2004. Print.

Supplemental

- Guest speaker from *American Ninja Warrior*

Time Allotment

- Approximately 5 weeks

CULMINATING PROJECT

The final project of the course incorporates a majority of the material covered during the semester. Each student will develop an overall marketing/business plan for a fantasy sports team or music artist/group. The project will include written pieces and an oral presentation covering the topics such as: logos, uniform/costume design, merchandise, ticket pricing, sponsorships, promotional events, and advertisements.

COURSE CREDIT

One-half credit in business education
One class period daily for a half year

PREREQUISITES

None. Students may not take this course concurrently with Honors CCP Principles of Marketing.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Sports and Entertainment Marketing “THS S&E Character Hall of Fame” Project & Rubric (attached)
- Sports and Entertainment Marketing Endorsement Project & Rubric (attached)
- Sports and Entertainment Marketing Career Project & Rubric (attached)
- Sports and Entertainment Marketing Final Project & Rubric (attached)

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Rubric 3: Problem-Solving through Critical Thinking

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task.	Student demonstrates sufficient understanding of the problem and most of the complexities of the task.	Student demonstrates some understanding of the problem but requires assistance to complete the task.	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task.
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal.	Student gathers sufficient information from multiple sources including digital, print, and interpersonal.	Student gathers some information from few sources including digital, print, and interpersonal.	Student gathers limited or no information.
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies.	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies.	Student demonstrates some critical thinking skills to develop a plan integrating some strategies.	Student demonstrates limited or no critical thinking skills and no plan.
Final Product and/or Presentation X_____	Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21 st -century technology skills.	Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21 st -century technology skills.	Solution shows some understanding of the problem and its components. Solution shows some use of 21 st -century technology skills.	Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21 st -century technology skills.

Rubric 5: Independent Learners and Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.

SPORTS AND ENTERTAINMENT MARKETING “THS S&E CHARACTER HALL OF FAME” PROJECT

There have been many influential characters in the world of entertainment over the course of history. To better understand the entertainment marketing industry you will each research and present information about a particular influential character in the world of entertainment.

You will create a PowerPoint presentation consisting of no less than 5 slides and no more than 8 slides, including a title slide. The presentation should be as creative as possible and include pictures, images, sound, etc. that help to convey your message.

IMPORTANT NOTE: THIS MUST BE YOUR OWN WORK; DO NOT CUT AND PASTE INFORMATION.

You will select your famous character from MY list of 24 famous characters who are up for induction into this year’s **THS S&E Character Hall of Fame**.

You are acting as an agent for that famous character. Your job is to present this character in such a way as to make the Hall of Fame committee (classmates/teacher) vote your client into the Hall of Fame. Your presentation is the only vehicle your client has to represent himself/herself to the voters, so make it good.

The content of your slides is not limited to any particular information. The following are suggested topics to cover, but the potential information is limitless.

Suggested topics:

- Character Background (Name, age, residence, family information, etc.)
- Show/Movie which the character is from, dates made . . .
- General show plot/theme
- Major accomplishments/honors
- Why this person is Hall of Fame material
- Anything else we should know about the person, including “wow” or “unusual” facts

Your presentation should have an introduction, body, and conclusion and should be professional. I am evaluating you on meeting project requirements, how well you speak, what you say, how mature and professional you are, your overall demeanor while presenting, and your behavior as an audience member. You will print a copy (handout style) to turn into me. You are expected to have note cards to refer to when presenting. Practice; you only get one shot at it.

**Make the voters choose your famous character for the
THS S&E Character Hall of Fame.
Don’t let your character down!!**

**SPORTS AND ENTERTAINMENT MARKETING
 “THS S&E CHARACTER HALL OF FAME” PROJECT RUBRIC**

Group Members’ Names _____

Character _____

	Possible Points	Received	Received
Group Members’ Names			
Had 5 – 8 slides including title slide	5		
Included pictures, images, sound . . .	5		
Slides were attractive, creative, well-put-together	5		
Slides had limited text	5		
Info included:			
Character background	5		
Show/movie appeared in, dates	5		
Show plot/theme	5		
Major accomplishments/awards	5		
Why Hall of Fame material	5		
Additional info	5		
Had introduction and conclusion	5		
Spoke well, maturely, professionally	5		
Knowledgeable of material	5		
Printout of PowerPoint slides (handout style)	5		
Note cards prepared and used	5		
Both group members equally contributed, spoke, worked on project	10		
Overall behavior preparing and during presentations	10		
Prepared and ready to present on time	5		
TOTAL	100		

NOTES:

SPORTS AND ENTERTAINMENT MARKETING ENDORSEMENT PROJECT

You and a partner are agents for a professional athlete or famous person (actor, actress, musician . . .). You are to **PERSUADE** the class that your client is a good, new choice to be an endorser for an appropriate product/service of your choice. You need to present **creatively** your client and the new endorsement to the class. You need some form of visual aid(s) to use during the presentation, including a sample of what an ad would look it for your client and this product/service. You will have 3 minutes. You will be evaluated on the content and quality of your presentation, your ability to persuade us, your appearance, your overall conduct, and the visual aid. You must name your agency and create business cards for you and your partner! Having a company logo or slogan would help as well.

Client Information (your celebrity)

Name _____

Age _____ Date of Birth _____

How would **I** know him/her? Be VERY specific. (What movies/shows were/are he/she in? What team do/did he/she play for? What songs do/did he/she sing? Where do/did heshe perform?) The bigger the celebrity, the more recognizable he/she is!

List ALL products he/she currently endorses. (What ads/commercials does he/she appear in?)

Has he/she been involved in any scandals? If so, what? (not a good thing, usually, for a product)

What do you think is the IDEAL new endorsement for this person and **WHY**? Be careful not to cross-endorse or infringe on any current endorsement contracts. (For example, if your client currently endorses Coke, Pepsi would not be an ideal endorsement.)

Who is your target market with this celebrity?

SPORTS AND ENTERTAINMENT MARKETING ENDORSEMENT PROJECT RUBRIC

Group Members' Names _____

Celebrity _____

Product _____

	Does Not Meet Goal	Meets Goal	Exceeds Goal	Comments
Content	<p>(7 points)</p> <ul style="list-style-type: none"> No evidence of research Limited preparation Did not meet time requirement 	<p>(12 points)</p> <ul style="list-style-type: none"> Evidence of research Preparation was meaningful and enhances presentation Met time requirement 	<p>(15 points)</p> <p>All elements of "Meets Goal" plus:</p> <ul style="list-style-type: none"> Exceptional research and preparation evident 	
Presentation	<p>(10 points)</p> <ul style="list-style-type: none"> Not prepared Communication unclear No eye contact No elements of endorsement Does not capture audience's appeal 	<p>(15 points)</p> <ul style="list-style-type: none"> Well-prepared Clearly communicates Maintains eye contact Realistic endorsement idea Makes a connection to a specific target audience 	<p>(20 points)</p> <p>All elements of "Meets Goal" plus:</p> <ul style="list-style-type: none"> Communication is exceptional Connections made to capture all audiences Endorsement is practical, realistic, and creative 	
Appearance	<p>(5 points)</p> <ul style="list-style-type: none"> Is not dressed appropriately No professional demeanor evident 	<p>(8 points)</p> <ul style="list-style-type: none"> Is dressed appropriately Self-introduction present Professional demeanor Possesses business cards 	<p>(10 points)</p> <p>All elements of "Meets Goal" plus:</p> <ul style="list-style-type: none"> Charismatic coupled with stellar appearance 	
Conduct	<p>(5 points)</p> <ul style="list-style-type: none"> Not comfortable presenting project Behavior questionable 	<p>(8 points)</p> <ul style="list-style-type: none"> Appropriate standard of behavior evident Comfortable presenting project Polite audience member 	<p>(10 points)</p> <p>All elements of "Meets Goal" plus:</p> <ul style="list-style-type: none"> Dynamic presentation Contributes to all presentations positively; models behavior for class 	
Visual Aid(s)	<p>(10 points)</p> <ul style="list-style-type: none"> Visual aids do not contribute to presentation, nor to audience No additional elements evident 	<p>(15 points)</p> <ul style="list-style-type: none"> Visual aids add meaning, are concise, contribute to presentation, are referred to during presentation, and are appealing to audience Visual aids representative of product and celebrity 	<p>(20 points)</p> <p>All elements of "Meets Goal" plus:</p> <ul style="list-style-type: none"> Multiple visual aids enhance presentation and support viable connections to product and celebrity 	

Total Points: _____

Comments:

SPORTS AND ENTERTAINMENT MARKETING CAREER PROJECT

One of the great things about the Sports and Entertainment Industry is that you can get a degree in many different areas and then get a job with a sports, entertainment, or marketing company. For example, if you were interested in Accounting, you could get a degree in accounting and then work for an organization like the New York Mets. All sports organizations and entertainment companies need promotions, marketing, finance, stats, and other professions in order for them to run effectively.

Create a brochure to describe and inform your classmates about a specific career in sports or entertainment marketing. You will have four class periods to research and create your brochure. Your brochure should include the following information:

1. The **job title** on the cover
 2. **Job description** including daily duties and **responsibilities**
 3. **Requirements** to get hired
 - a. Education (including at least 5 colleges/universities that offer this major and where the college is located)
 - b. Experience (include a minimum of 3 internships that are available for this position, where they are located, and details about each)
 - c. Skills (include **why** these skills are important to this job)
 4. Average number of hours worked per week
 5. **Salary** range or average
 6. Outlook for the career (Will there be a high demand for this type of job in the future?)
- ★ **MUST** be from the *U.S. Occupational Outlook Handbook* – see website

Some sample careers include but are not limited to:

Agent	Journalist
Director of Advertising	Lawyer (Contracts)
Director of Sales	Graphic Arts
Marketing Teacher/Professor	Producer
Facilities Manager	Event Marketing
Sports Broadcaster	Promoter
Vendor/Concessions	Collegiate Athletic Department
Data Specialist	Social Media Marketing Manager

SPORTS AND ENTERTAINMENT MARKETING CAREER PROJECT PEER EVALUATION

Author of brochure _____

Career _____

Did this brochure include all the requirements, including:

	Yes	No
Education		
College/Universities		
Experience Required		
Internships		
Skills Needed		
Hours per week		
Salary		
Career Outlook		
Pictures/Graphics		

How would you describe this brochure? (attractive, well-put-together, neat, eye-catching, well organized, messy, incomplete . . .)

What advice would you give to improve this brochure?

Considering the comments/answers you provided above, if you were to grade this brochure, what LETTER grade would you give it and why?

SPORTS AND ENTERTAINMENT MARKETING FINAL PROJECT

Congratulations! You are the owner of a NEW sports team or manager of a NEW musical artist/group.

Throughout the duration of this class, you will be working with a small group (in most cases your table) developing an overall marketing/business plan for your NEW fantasy sports team or music artist/group. The individual components of the project are designed to reinforce concepts and techniques covered in class and also to mirror practices being used today by major sports franchises and the music industry.

The project is broken down into sections. Each section may contain one or more required parts. Below you will find a detailed description as to what is expected in order to receive full credit for each section. Class time will be given to complete these sections. However, failure in using class time appropriately results in your completing the project outside of class. Use time wisely!!! Please read each section and especially Section 10 before beginning the project.

YOUR GROUP IS REQUIRED TO PRESENT YOUR TEAM/BAND TO THE CLASS.

YOU MUST HAVE A WRITTEN REPORT COMPILING ALL YOUR INFORMATION FROM EACH PROJECT SECTION TO TURN INTO ME.

PROJECT REQUIREMENTS	
<i>SPORTS</i>	<i>MUSIC</i>
Section 1 (30 Points)	
<p>Team Name & Sport, Team Roster, Team Location</p> <p><i>Team Name & Sport:</i> Choose a name for your team and sport. Team name should include the city in which the team is located. Team name should be creative, attention-getting, original, and appealing to the city in which the team is located. Include a rationale or justification as to why you chose this team name. (10 points)</p> <p><i>Team Roster:</i> Create a roster of your team including: Picture, Name, Number, Position, Height, and College. Include a coach and his/her background. (10 points)</p> <p><i>Team Location:</i> Identify the city in which you will locate your team. You are to provide at least 2 benefits of choosing this location. Explain how this city will attract fans and why this city is appealing/realistic for the league. Include the demographics for this specific city. (10 points)</p>	<p>Band Name & Genre, Band Members, Tour Locations & Dates</p> <p><i>Band Name/Genre:</i> Choose a name for your band and genre/type of music. The name should be creative, attention-getting, and original. Include a rationale or justification as to why you chose this name. (10 points)</p> <p><i>Band Members:</i> Create a list of band members including: Picture, Name, Position (what instrument they play or sing), and a brief bio. (10 points)</p> <p><i>Band and Tour Locations:</i> Create a list of 8 concert tour locations, dates, and give a brief rationale for each location. Select one city that you will focus on for the rest of your project. Explain why this location is an important tour location and how this city will attract fans. Include the demographics for this specific city. (10 points)</p>

Section 2 (30 Points)	
<p style="text-align: center;">Team Logo and Uniform Design</p> <p>Team Logo: Create and design 2 logos for your team. Your logos should be creative, attractive, appealing, neat, and appropriate. You may include things such as city initials, team name, mascot, etc. Remember, creative and appealing logos result in high merchandise sales. (10 points)</p> <p>Uniform Design: You are to design both a HOME and an AWAY team uniform. You need to design both the front and the back of the jersey. The jersey design should be attractive, creative, include team colors, incorporate the team name and/or mascot, and be <u>appropriate</u>. Be as detailed as possible. (20 points)</p>	<p style="text-align: center;">Band Logo and Costume Design(s)</p> <p>Band Logo: Create and design 2 logos for your band. Your logo should be creative, attractive, appealing, neat, and appropriate. Remember, creative and appealing logos result in high merchandise sales. (10 points)</p> <p>Costume Design(s): You are to design at least 2 costumes for your band or lead singer. The costume designs should be attractive, creative, and <u>appropriate</u>. Keep in mind the genre of your band. Be as detailed as possible. (20 points)</p>
Section 3 (40 Points)	
<p style="text-align: center;">Target Market and Merchandise Design</p> <p>Target Market: Clearly identify your primary fan target market and/or market segments. Whom do you intend to really market your team towards? Demographics!!! Be <u>specific</u>. (20 points)</p> <p>Merchandise Design: Design at least 4 items of merchandise that will be sold to your target market. Your merchandise should incorporate your team name, team logos, team colors, licensing designation. You need to decide what merchandise you will create (T-shirt, jersey, short/long sleeve, hat, etc.). What will you charge for the merchandise you created? How do you plan on distributing the merchandise you created (online, at the venue, etc.)? (20 points)</p>	<p style="text-align: center;">Target Market and Merchandise Design</p> <p>Target Market: Clearly identify your primary fan target market and/or market segments. Whom do you intend to really market your band towards? Demographics!!! Be <u>specific</u>. (20 points)</p> <p>Merchandise Design: Design at least 4 items of merchandise that will be sold to your target market. Your merchandise should incorporate your band name and logo. You need to decide what merchandise you will create (T-shirts and other concert merchandise). One item must be a concert T-shirt including tour dates and locations. What will you charge for the merchandise? How do you plan on distributing the merchandise you created (concerts, online, etc.)? (20 points)</p>

Section 4 (15 Points)	
<p style="text-align: center;">Arena, Ticket Design, and Pricing</p> <p>Where will you be playing your home games? Include a picture of the stadium/arena you will be playing.</p> <p>You are to design the front of a game ticket. You should include all relevant information on the ticket (game info, date, seat location, price, etc.). The ticket should include the team name, team colors, team logo, and opponent.</p> <p>The following sections of seats will need to be priced: Upper Deck, Lower Deck, Floor, and Luxury Suites.</p> <p>How much will you charge? Why did you choose these amounts and how do they compare to the competition? What team did you compare prices to? (15 points)</p>	<p style="text-align: center;">Arena, Ticket Design, and Pricing</p> <p>Using the one city you are focusing on from Section 1, include a picture of the venue where that concert will take place.</p> <p>You are to design the front of a concert ticket for the same venue above. You should include all relevant information on the ticket (venue, band name, date, opening acts, seat location, price, etc.).</p> <p>The following sections of seats will need to be priced: Upper Deck, Lower Deck, Floor, and Luxury Suites.</p> <p>How much will you charge? Why did you choose these amounts and how do they compare to the competition? Whom did you compare prices to? (15 points)</p>
Section 5 (20 Points)	
<p style="text-align: center;">Corporate Sponsorships</p> <p>Choose 1 local sponsor and 1 corporate sponsor for your team. Provide justification as to why you chose each sponsor.</p> <p>Create/make/design a sign to display in the arena to promote one sponsor. Explain where this sign will be displayed.</p> <p>Create a giveaway you can use to promote the other sponsor. Explain when and how this giveaway will be used. (20 points)</p>	<p style="text-align: center;">Corporate Sponsorships</p> <p>Choose 1 local sponsor and 1 corporate sponsor for your band. Provide justification as to why you chose each sponsor.</p> <p>Create/make/design a sign to display in the arena to promote one sponsor. Explain where this sign will be displayed.</p> <p>Create a giveaway you can use to promote the other sponsor. Explain when and how this giveaway will be used. (20 points)</p>
Section 6 (20 Points)	
<p style="text-align: center;">Promotional Events</p> <p>List 5 promotional events you can put on during the season. Be sure to briefly explain each promotional event.</p> <p>Create a one-page advertisement for one of these promotional events. (20 points)</p>	<p style="text-align: center;">Promotional Events</p> <p>List 5 promotional events you can put on to promote your band's tour. Be sure to briefly explain each promotional event.</p> <p>Create a one-page advertisement for one of these promotional events. (20 points)</p>

Section 7 (25 Points)

Public Relations and Charity Foundations

Public Relations Activities: List **2 realistic** public relations activities that include your players that demonstrate an eagerness to give back to the local community. List an advantage of each activity for both the community and your organization.
(10 points)

Charity Foundations: Create a **NEW** charity foundation which your team will support. Produce a mission statement for the charity. Give a rationale stating why you chose/created this charity.
(10 points)

Press Release: Using the Press Release wizard in Microsoft Word, create a press release to announce an event with your team's/organization's charity. Be sure to include all facts (location, dates, time, notable appearances), but keep it brief and to the point. No pictures needed.
(5 points)

Public Relations and Charity Foundations

Public Relations Activities: List **2 realistic** public relations activities that include your band members/artist that demonstrate an eagerness to give back to the local or global community. List an advantage of each activity for both the community and the band's/artist's image.
(10 points)

Charity Foundations: Create a **NEW** charity foundation which your band or artist will support. Produce a mission statement for the charity. Give a rationale stating why you chose/created this charity.
(10 points)

Press Release: Using the Press Release wizard in Microsoft Word, create a press release to announce an event with your band's/artist's charity. Be sure to include all facts (location in the same city you chose to focus your project on in Section 1, dates, time, notable appearances), but keep it brief and to the point. No pictures needed.
(5 points)

Section 8 (25 Points)

Media Advertisement

Your team is advertising in a sports magazine. Create a color magazine **advertisement** that promotes your team. Keep your target market in mind! The ad should include words, picture, team name/logo, and slogan if appropriate for team. Be creative, use proper layout, and include appropriate content.

Why will this ad attract the attention of the reader?
(15 points)

Create a FAKE social networking page for Twitter or Facebook. Include at least **3** updates for your fans.
(10 points)

Media Advertisement

Your band/artist is advertising in a magazine. Create a color magazine **advertisement** that promotes your band/artist. Keep your target market in mind! The ad should include words, picture, band name/logo. Be creative, use proper layout, and include appropriate content.

Why will this ad attract the attention of the reader?
(15 points)

Create a FAKE social networking page for Twitter or Facebook. Include at least **3** updates for your fans.
(10 points)

Section 9 (30 Points)	
Game Time Entertainment	Concert Entertainment (trivia contests, giveaways, etc.)
List 5 realistic activities that will be used for fan entertainment during the games. The activities should be diverse and include multiple fan demographics. For each activity, please explain the procedures for the activity and why this activity was chosen. (30 points)	List 5 realistic activities that will be used for fan entertainment during the concert. The activities should be diverse and include fan demographics. For each activity, explain the procedures for the activity and why this activity was chosen. (30 points)
Section 10 (25 Points)	
Title Page, Table of Contents, and Overall Organization	Title Page, Table of Contents, and Overall Organization
Title Page: Should be typed and include the following: group members, course name, and introduction of the team name and logo. (10 points)	Title Page: Should be typed and include the following: group members, course name, and introduction of the band/artist name and logo. (10 points)
Table of Contents: Create a table of contents directly after the title page indicating each section of the project, who completed that section, and the page number. (5 points)	Table of Contents: Create a table of contents directly after the title page indicating each section of the project, who completed that section, and the page number. (5 points)
Overall Organization: Points awarded for organizing project in section order, each section labeled with section number and title, overall neatness of the project, page numbers included, and having the project in a folder, binder, etc. (10 points)	Overall Organization: Points awarded for organizing project in section order, each section labeled with section number and title, overall neatness of the project, page numbers included, and having the project in a folder, binder, etc. (10 points)
Section 11 (40 Points)	
Group Presentation of Project	Group Presentation of Project
Create a PowerPoint presentation to present your team and project information to the class.	Create a PowerPoint presentation to present your band/artist and project information to the class.
Every member of your group must orally participate in the presentation to the class. Use note cards.	Every member of your group must orally participate in the presentation to the class. Use note cards.
Have a neat, professional appearance . . . dress up!	Have a neat, professional appearance . . . dress up!
You have 10-12 minutes to present to the class.	You have 10-12 minutes to present to the class.
The written report and a printout of your PowerPoint slides (6 per page) need to be turned in at the time of your presentation. (40 points)	The written report and a printout of your PowerPoint slides (6 per page) need to be turned in at the time of your presentation. (40 points)