



Marketing on Social Media

Illinois CTE Endorsement Area:
Business, Marketing and Computer Education
Teacher and Student Editions

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Converted to Format by Karen Aldworth
Current Phase of Lesson: Phase 3 of 5



**Illinois
State Board of
Education**



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Lesson Overview:

Social media has become an accepted part of business marketing. With social media comes a very large audience of customers for a business as well as, a valuable research tool for businesses. By exploring both positive and negative social media posts from chosen businesses and creating a 30-day calendar of posts for a group at their school, the student will learn the do's and don'ts of posting and how to best handle the negative and critical posts.

Classes or Discipline:

- Marketing
- Entrepreneurship
- Business Communication
- Introduction to Business

Career Cluster:

- [Business Management & Administration](#)

Illinois CTE Endorsement Area

- [Marketing](#)

Grade Level(s):

- Appropriate for grade levels 9 - 12

Suggested Days/Minutes: Four (4) 90-minute class periods

Learning Objectives:

At the conclusion of this lesson, students will be able to:

- Explore the power and reach of social media.
- Demonstrate the etiquette of the platform.
- Compare pros and cons of social media.
- Compose types of posts on various platforms (i.e. live feed, event, image).
- Explore which demographic group uses each platform the most.

Standards Addressed:

National Business Education Standards

- Apply interpersonal skills in personal and professional environments to communicate effectively.
- Recognize that entrepreneurs possess unique characteristics and examine the role of innovation in entrepreneurial opportunities.
- Demonstrate respectful, responsible, and ethical behavior in a digital world.
- Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

Common Core Learning Standards:

Writing Standards 6-12 level

4. Production and Distribution of Writing Grade 9-10: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Enduring Understandings:

- € Proper etiquette should remain a guiding map for the student's future posts/engagement on social media.
- € Students would use the skills acquired for communication, advertising, market research, community feedback.

Resources and References:

- € Access to Internet for both student and teacher
- € Access to computer for both student and teacher
- € Access to social media platforms
- € Any type of blank monthly calendar template
- € Website:
 - [YouTube](#)
 - [Padlet](#)
- € Handouts:
 - [Social Media Publishing Checklist](#)
 - [Checklist Teacher Resource:](#)
 - [Social Media Etiquette for Business Owners: 25 Do's & Don'ts](#)

Essential Employability Skills:

There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on positive attitude, professionalism, and clear communication.

Skill	How it is addressed:
Personal Ethic: Positive Attitude	Students will need to display a positive attitude when they are in discussion with others. It can specifically be addressed when discussing complaints and the effects of negative posts. Explain Step 4
Work Ethics: Professionalism	Students need to maintain professionalism while creating their constructive criticism and the social media plan for the school's club or organization. Elaborate/Extend: Step 1
Communication: Clear Communication	Students need to be clear when discussing their examples of positive and negative business stories at the beginning of the lesson. For example, students should give a direct reason why they believe this is a positive story or a direct reason on why they believe this is a negative story. Elaborate/Extend Step 1

Suggested Differentiation Strategies:

- The lesson content is presented through various means - handouts, discussion, and hands-on activities.
- If students struggle with communication while working on the group activities, be sure to put them in a group where he/she is comfortable and may not have to talk as often.
- If students struggle with writing the answers to the questions in the Explain section, find a partner that can scribe for him/her.
- The instructor will monitor students while working through this lesson. If needed, the instructor will provide additional resources to help the student better understand the concepts.
- If students struggle with the length of social media posts when creating the one-month calendar, be sure to group them together and provide a shorter version with less responsibilities.
- Evaluation activities can be completed digitally or by hand.

Throughout this lesson the teacher notes and comments are in red.

Pre-Assessment:

Use the Kahoot! as a pre-assessment for this lesson.

1. Engage: (20 minutes)

1. Your teacher will set up a Kahoot! game. Go to Kahoot! it or [Click here](#) on your computer or cell phone and wait for your game code.

Specify to your students' what type of device you want them to use. You may want to only allow actual names and not nicknames. Save the data to compare with post-test results. Play the Kahoot! game [Communication with Social Media](#).

2. Find a partner or a group of 3 students. Your instructor will give you four sticky notes. On the sticky notes, answer the following questions:
 - Sticky note #1: What is the best social media success story that you know about?
 - Sticky note #2: What is one reason that makes it the best social media success story?
 - Sticky note #3: What is the best social media fail story that you know about?
 - Sticky note #4: What is one reason that makes it the best social media fail story?
3. After completing the four questions, assign one person to place them in the designated areas of the classroom.

If you do not have sticky notes available, the students can tear paper into small pieces and tape them on the walls. To save time, designate areas in your classroom for students to place their sticky notes before you begin the activity.

4. Be ready to discuss your findings.

Go through each sticky note category with the students. This should be used as your discussion guide. Help your students understand that there are common themes with success stories and fail stories.

2. Explore: (80 minutes)

Part 1:

1. Individually think about two businesses that you personally often see utilizing social media. With one or two peers sitting around you, share what businesses come to your mind and share what the business posted recently. Choose someone to scribe a list while the group is discussing their answers.
2. Analyze what types of posts you see. Are they specifically about what they're selling, funny memes, asking people to retweet or share a post, etc.?

You may want to allow your students to look at their social media accounts to find examples. Ask students what they think the ratio should be between entertaining/informative posts and selling posts (i.e. 50/50 or 75/25 etc.). Ask students to share ideas about the "do's and don'ts" of posting to social media.

3. Read through the "[Social Media Publishing Checklist](#)" worksheet individually.
4. As an entire class, discuss each item on the Checklist.
You may need to guide their discussion. Be sure that the entire checklist is covered within the discussion. Also, be sure to use the sticky notes and analyze their findings as class.

Part 2:

1. Choose a new group to work with for the following activity.
Encourage students to choose peers that they don't always work with. You could also assign groups.
2. Decide on a business to market and define the target market for that business.
Add that students need to choose a business with which everyone in the group is familiar.
3. List three products or services the business sells or provides.
4. Create a one-month calendar of social media posts that your business will publish.
5. Evaluate your monthly plan to determine if it meets the recommended criteria for successful marketing as listed on the Checklist.
Be sure to have students go through each point individually.

3. Explain: (80 minutes)

Answer the following questions using the information you learned in the "marketing activities."

1. Why should the majority of your social media posts entertain and inform rather than sell?

Businesses need to keep in mind the suggested 80/20 rule. Eighty percent of the posts should be more entertaining and not directly related to selling the product or service. Then, twenty percent can be posted about the business and selling.

2. What does it mean to spam?

Businesses should not post too much. If a consumer was to log into social media, his/her newsfeed should not be consumed with one business. Reposting, retweeting, etc. is not necessary. This will only turn off the potential buyer.

3. Why is it important to be transparent?

It is important for a business to gain a consumer's trust. Businesses should respond to criticism in a positive manner without becoming defensive. Maintaining a professional and positive profile on social media is imperative to the business's success.

4. What are the consequences of complaining or posting negative comments?

Remember that the goal of social media is to try and stand out against the business's competitors. This can happen with complaining and negative posts, but it does not provide the attention a business would desire.

5. How does your target market impact your chosen social media platform?

Many research studies are available that shows the connection with demographics and social media platforms. Businesses do not want to make the mistake of using a specific social media platform and the potential buyers do not use that platform.

4. Elaborate/Extend: (80 minutes)

1. Select a school organization which has a social media account and evaluate their last 30 days of online activity. This can be a sport, band, chorus, school board, etc.
 - You will evaluate their social media posts using the Checklist in the Explore section Part 1, Step 5.
 - You will provide that club with feedback/constructive criticism/suggestions regarding their online presence. Remember that you are a consultant, not a critic. Remain professional throughout your feedback.

Encourage the students to choose a club that they are a part, but not already in charge of running the social media page. Students should spend some time evaluating their posts using the checklist before providing feedback. It may be wise to have students write out a report to guide their discussion when meeting with that particular club/organization.

2. Propose the social media posts for that club's next 30 days following the Checklist

Students can do this using paper/pencil or type on an actual calendar.

3. Your instructor will lead a discussion on how this can and will affect your life outside of/after high school:
 - as a business owner
 - as a consumer
 - for a "side hustle"
 - public office pursuits

You may need to guide their discussion. You also could have the students write down their answers. It is important to understand the impact of social media on all angles - as a consumer, as a business, as a competitor, etc.

5. Evaluate: (120 minutes)

The following are possible means to evaluate student mastery of the objectives and standards addressed in this lesson.

Answer the following questions:

1. What do businesses need to know about social media? (minimum 5)
2. What should businesses avoid when using social media? (minimum 5)

Students can answer these questions by:

- Creating a movie.
- Creating a podcast.
- Writing a formal essay.
- Creating an infographic.
- Drawing a diagram.
- Student choice (approved from instructor).

The student's answers need to center around the do's and don'ts checklist. As you are grading it, be sure to identify the answers to both of these questions. Students may ask for the minimum amount of minutes for a movie and podcast, how many paragraphs for a formal essay, etc. Although you may provide them with specific requirements, it is fair to say that you will be focusing the grading on the 10 facts needed in their assessment. Encourage them to write as much as they need or record as much as they need to fully answer the two questions.

For a grading rubric [Click here](#)

Notes:

All ILCTE lessons are vetted by Curriculum Leader, Dr. Brad Christensen.

To see a review of this lesson by previous users, [click here](#).

We invite users of this lesson to [click here](#) to leave follow up information and rating.

We would like to publish pictures / videos of your students using this lesson. Please send to Rod McQuality at: rdmcquality@ilstu.edu. By sending pictures, you have met all the picture / video release for your school.

Download Word/Google Document:





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Student Version

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Part 2:

1. Choose a new group to work with for the following activity.
2. Decide on a business to market and define the target market for that business.
3. List three products or services the business sells or provides.
4. Create a one-month calendar of social media posts that your business will publish.
5. Evaluate your monthly plan to determine if it meets the recommended criteria for successful marketing as listed on the Checklist.

3. Explain: (15 minutes)

What questions can they answer if they are beginning to understand this material?

1. Why should the majority of your posts entertain and inform rather than sell?
2. What does it mean to spam?
3. Why is it important to be transparent?
4. What are the consequences of complaining or posting negative comments?
5. How does your target market impact your chosen social media platform?

4. Elaborate/Extend: (80 minutes)

1. Select a school organization which has a social media account and evaluate their last 30 days of online activity. This can be a sport, band, chorus, school board, etc.
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