ESSENTIAL QUESTION
How does consumer feedback affect the event planning and promotion process?

OVERVIEW
As seen in the last eight lessons, hosting a rock concert takes a vast amount of planning, effort and time. However, on event day, all of the hard work and preparation pays off. It is not uncommon for problems or unexpected changes to occur but with the right crew in place, executing the Velcro Pygmies concert will be a breeze. Your students have learned so much over the course of this program. Now it is time for them to experience the product of their hard work.

The culminating activity for this program requires students to participate in all aspects of event operations and analyze the success of the event. Students will be able to experience what it is like to work as event staff and marketing analysts. Because this is an actual concert, it is likely students will encounter issues that require communication, teamwork and problem solving skills. As a teacher, try your best to merely guide the students. Allowing the students control over event operations will encourage them to take ownership in their work. This is their opportunity to display their knowledge and skills and shine before their peers and mentors.

Following event day, students will analyze every aspect of the concert in relation to their SMART goals from lesson one. Event Analysis is crucial to the success of future events. Effective feedback collection can provide valuable insight into how to improve consumer experience and provide data for making better informed decisions.

Once students have analyzed the success of the event, students will have the opportunity to present their event analysis summaries to entertainment industry professionals. This opportunity will provide students with valuable presentation and communication experience. Remember to stress the importance of professionalism but also remind students this is a learning experience. The purpose of this program is to provide students with the confidence and skills necessary to enter the real world and find their passion.

OBJECTIVES

Upon completion of this lesson, students will develop the skills through which they may:

- Develop and distribute survey to obtain event feedback.
- Participate in all aspects of event operations.
- Analyze event results, including consumer feedback, in order to evaluate the success of the event.
Develop and distribute survey to obtain event feedback.

With the ease of accessibility to various forms of technology, obtaining consumer feedback can be accomplished in a variety of ways. When seeking consumer feedback, it is important to make the experience as easy as possible for the participating consumer by providing a variety of responses to choose from rather than requiring written responses to open ended questions.

- Distribute Handout 16: Think-Pair-Share (TPS).
- Remind students the purpose of the feedback survey and event analysis.
  - To assess achievement of SMART Goals #2 and #3.
  - Encourage students to develop survey questions that will effectively assess the achievement of SMART goals #2 and #3.
- Instruct students to complete the handout:
  - Think to create a list of potential survey questions that will provide relevant and useful feedback (What did you enjoy most? What did you dislike?).
  - Pair with a classmate.
  - Share their list with each other.
- Expand the TPS into a classroom discussion.
- Instruct each pair of classmates to share their three favorite potential survey questions and WHY they think each one will provide useful and relevant feedback regarding the Velcro Pygmies concert.
- Collectively choose questions to include on feedback survey.
- Use survey creator software (SurveyMonkey, Google Forms, etc.) to create a survey designed to obtain feedback regarding the Velcro Pygmies concert fundraiser.
- Prepare the survey for distribution immediately following the Velcro Pygmies concert.

Participate in all aspects of event operations.

Allowing students to take control of event operations will provide the students with insight into various entertainment industry careers. This experience will assist students in deciding job responsibilities they enjoy and those they do not. *Life application: You never know until you try.*

- Host a “Staff Meeting” to assign students roles and responsibilities.
- Distribute Handout 40: Roles & Responsibilities.
- Review each role and corresponding responsibilities with the class.
  - Hint: Responsibilities will vary depending on the unique needs and requirements of each event.
- Provide encouragement and guidance to students on event day.
- Allow students to control event operations as much as possible.

Analyze event results, including consumer feedback, in order to evaluate the success of the event.

The concert is over. Now what? It is time to reflect, assess and analyze. This is an integral part of the marketing process, as it will divulge areas that exceeded expectations and areas that need improvement.
• Divide students into groups of four or five students.
• Distribute Handout 41: Event Analysis.
• Review the handout together as a class.
• Instruct students to use the handout to create an event analysis presentation.
• Allow students to present their event analysis to the class and entertainment industry professionals.

STANDARDS

COMMON CORE STATE STANDARDS

Literacy Standards for Grades 6-12: History/Social Studies, Science and Technical Subjects
College and Career Readiness Reading Anchor Standards for Grades 6-12

Reading 1: Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Reading 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.

Literacy Standards for Grades 6-12: History/Social Studies, Science and Technical Subjects
College and Career Readiness Writing Anchor Standards for Grades 6-12

Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Writing 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Literacy Standards for Grades 6-12: History/Social Studies, Science and Technical Subjects
College and Career Readiness Anchor Standards for Speaking and Listening for Grades 6-12

Literacy 1: 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.
Literacy 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Literacy 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Literacy 4: 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.

Literacy 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Literacy 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Literacy Standards for Grades 6-12: History/Social Studies, Science and Technical Subjects**

**College and Career Readiness Anchor Standards for Language for Grades 6-12**

**Language 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Language 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**MARKETING COMMON CAREER TECHNICAL CORE STANDARDS**

2. Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

   **MK 2.6:** Assess marketing strategies to improve return on marketing investment (ROMI).

4. Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

   **MK 4.8:** Explain marketing research activities to develop or revise marketing plan.
   **MK 4.9:** Utilize marketing information to manage and perform marketing responsibilities.

5. Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
MK 5.1: Acquire self-development skills for success in marketing careers.
MK 5.2: Develop personal traits to foster career advancement in marketing.

8. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

MK 8.3: Apply quality assurances to enhance product/service offerings.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

Career Development

III. Workplace Expectations – Relate the importance of workplace expectations to career development.

Communication

I. Foundations of Communication – Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.
II. Societal Communication – apply basic social communication skills in personal and professional situations.
III. Workplace Communication - Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.
IV. Technological Communication - Use technology to enhance the effectiveness of communication.

Computation

V. Statistics and Probability - Analyze and interpret data using common statistical procedures.

Information Technology

IV. Input Technologies – Use various input technologies to enter and manipulate information appropriately.
VI. Interactive Media - Use multimedia software to create media rich projects.
VIII. Information Retrieval and Synthesis – Gather, evaluate, use, cite, and disseminate information from technology sources.