



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Grade 5 Career Development Activity
Marketing
Estimated time: 45 minutes

Goal

- Students will identify **Marketing** as a Georgia career cluster

Objectives

- define a career cluster as a grouping of occupations with common skills and knowledge
- identify sample occupations aligned with the **Marketing** career cluster

Aligned Indicators and Standards

National Career Development Guidelines Indicators

- CM3.K4 Identify several ways to classify occupations
- PS2.A1 Demonstrate effective communication skills
- PS2.A4 Demonstrate the ability to get along well with others
- ED2.A7 Demonstrate participation in informal learning experiences

American School Counselor National Standards

- C:B1.4 Know the various ways in which occupations can be classified
- PS:A2.6 Use effective communication skills
- PS:A1.9 Demonstrate cooperative behavior in groups
- A:A3.5 Share knowledge

Related Georgia Performance Standard (GPS) and Common Core GPS

- SS5E3 The student will describe how consumers and businesses interact in the economy
- ELACC5SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
- VA5MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning

Materials

- Georgia's Career Cluster chart
- occupational frame
- color pencils or markers
- blank paper
- examples of newspaper and/or magazine ads (preferably ads for current products that would appeal to 5th graders)



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Activity:

- Say: "Today we are going to learn about another Georgia Career Cluster, **Marketing.**"
Ask: "Do you all remember what a career cluster is?" Say: "A career cluster allows us to organize occupations into groups that are similar." Say: "Remember it is a type of sorting, like sorting a deck of cards into spades, hearts, clubs and diamonds. There are thousands of occupations so being able to sort them in large groups helps us begin to narrow our choices based on our individual likes and dislikes as well as our strengths. At the end of the 8th grade you will develop a plan that will help you schedule classes at the high school and assist you with your postsecondary planning. Your classes will reflect a career choice. It is important that you begin to answer the question, 'What do I want to be when I grow up?'"
- Say: "The **Marketing** cluster includes careers that will determine the demand for products and services, identify customers, and develop advertising to target customers." *Write the description on the board.* Ask: "Can you remember the last toy or video game you bought that you really, really wanted? What was it?" *Allow students to answer the question.* Ask: "Do you remember how you first heard about it?" *Possible answers: a friend had one, saw it on TV, saw it advertised in the paper or magazine or the Internet, etc.* Ask these questions about a toy (ask students to suggest a toy to talk about). *Is it a product or a service? Who will this toy appeal to? How would you get other children to buy this toy?*
- *After the discussion* Say: "I see, so first you had to hear about it before you decided you wanted it, right? That's because of marketing. Let's look at some of these products and see what we think about them." *Show examples of print advertising to the class. Have class members discuss the product. Ask probing questions such as, "Do you like this product? Would you buy it? Why?" Help the students point out the words and phrases used to catch the potential customer.*
- Say: "Let's look closely at travel and lodging marketing. We know what travel is. Lodging is where you might stay on your travels. How many of you have been on vacation? Where did you stay?" *Allow some students to answer.* Ask: "Have you ever thought about what would be the perfect place to stay? What would be the perfect family hotel?" *Allow students to respond.*
- *Divide the students into groups of about 4-5 students.* Say: "In your groups think about this for a moment. What sort of rooms and activities would the perfect family hotel offer?" *Allow time for the students to discuss in their groups. Ask them to list their ideas. If students struggle with this assignment because they are not familiar with traveling and staying in motels/hotels, allow them to select a familiar childlike product.*
- *Once the students have completed their discussion, tell them to create an advertisement to encourage families to stay at their hotel or purchase a product. Ensure students understand the instructions. Provide students with the materials: crayons or markers, construction paper or plain white paper and other writing tools.*
- *Once the students have completed the assignment, have groups present their hotel/product ads to the class. Display their ads on the bulletin board.*
- Say: "The future employment trends look very good for those students who select careers in marketing. If you think you might be interested in a career in marketing, continue to



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explore and investigate your opportunities on Gacollege411 under the Career Planning tab. Have a great day. See you next time we meet."

Evaluation

- Students will be evaluated by their participation in the activity

Enhancement

- Facilitator should consult with the media specialist at the local school to help select books related to the cluster being taught. This will ensure books are appropriate for the grade level and the learner.
- "Stone Soup"- Read the story below, *Stone Soup*, about working together to make stone soup to the class. Working as a team is an important skills that employers look for in an employee. Teamwork is sometimes referred to as a transferable skill. These are skills that are valuable in every occupation. This fable will allow students the opportunity to discover that teaming and collaboration are effective ways to reach a goal.

DLTK's Educational Activities: Fables <http://www.dltkteach.com/fables/stonesoup/index.htm>

A kindly, old stranger was walking through the land when he came upon a village. As he entered, the villagers moved towards their homes locking doors and windows. The stranger smiled and asked why you are all so frightened. I am a simple traveler, looking for a soft place to stay for the night and a warm place for a meal.

"There's not a bite to eat in the whole province," he was told. "We are weak and our children are starving. Better keep moving on." "Oh, I have everything I need," he said. "In fact, I was thinking of making some stone soup to share with all of you." He pulled an iron cauldron from his cloak, filled it with water, and began to build a fire under it. Then, with great ceremony, he drew an ordinary-looking stone from a silken bag and dropped it into the water.

By now, hearing the rumor of food, most of the villagers had come out of their homes or watched from their windows. As the stranger sniffed the "broth" and licked his lips in anticipation, hunger began to overcome their fear. "Ahh," the stranger said to himself rather loudly, "I do like a tasty stone soup. Of course, stone soup with cabbage -- that's hard to beat."

Soon a villager approached hesitantly, holding a small cabbage he'd retrieved from its hiding place, and added it to the pot. "Wonderful!!" cried the stranger. "You know, I once had stone soup with cabbage and a bit of salt beef as well, and it was fit for a king."

The village butcher managed to find some salt beef .and so it went, through potatoes, onions, carrots, mushrooms, and so on, until there was indeed a delicious meal for everyone in the



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village to share. The villager elder offered the stranger a great deal of money for the magic stone, but he refused to sell it and traveled on the next day.

As he left, the stranger came upon a group of village children standing near the road. He gave the silken bag containing the stone to the youngest child, whispering to a group, "It was not the stone, but the villagers that had performed the magic."

- After the story debrief with students: *Ask: "What is the moral of the story?" Allow students time to respond. Say: "By working together, with everyone contributing what they can, a greater good is achieved. In **Marketing** everyone has to work together to present their service or products so people will purchase it or participate in it. It takes teamwork which is an important skill to develop for every occupation."* Allow students time to color the handout on page 5.

DISCLAIMER

The sources and web links listed in the activities may be of help to you as you consider the career awareness activities. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.



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Stone Soup

Heat some water in a pot,
Add a stone you've scrubbed a lot.

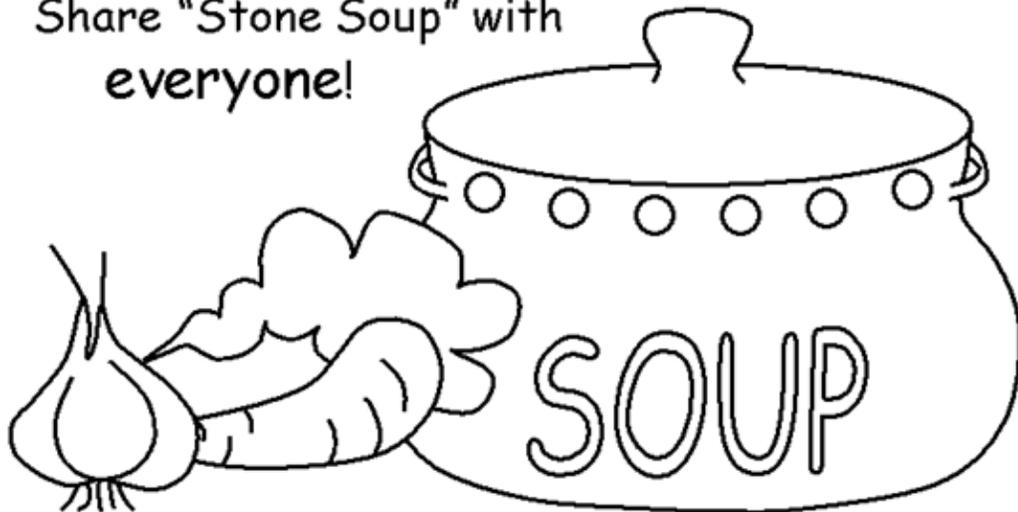
Sprinkle pepper, salt and herbs,
Let it boil undisturbed.

Drop in carrots, onions too,
Let the soup heat through and through.

Stir in milk to make it sweet,
Add potatoes for a treat.

Toss in ham bones. Let it stew,
Let it bubble. Let it brew.

Taste the soup and when it's done,
Share "Stone Soup" with
everyone!





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Planning, managing, and performing marketing activities to reach organizational objectives.



Occupational Frame				
<ul style="list-style-type: none"> • Entrepreneurs • Owners • Small Business Owners • Presidents • Chief Executive Officers • Principals • Partners • Proprietors • Franchisees • Independent X's (e.g., distributor) • Customer Service Representatives • Administrative Support Representatives (e.g., human resources, clerical, finance, technical) 	<ul style="list-style-type: none"> • Inbound Call Managers • Channel Sales Managers • Regional Sales Managers • Client Relationship Managers • Business Development Managers • Territory Representatives / Managers • Key Account Managers • National Account Managers • Account Executives • Sales Engineers • Sales Executives • Technical Sales Specialists • Retail Sales Specialists (big ticket) • Outside Sales Representatives • Industrial Sales Representatives • Manufacturer's Representatives • Salespersons • Field Marketing Representatives • Brokers • Agents • Field Representatives • Solutions Advisors • Sales/Marketing Associates • Telemarketers/Inside Sales Representatives • Customer Service Representatives • Administrative Support Representatives (e.g., human resources, clerical, finance, technical) 	<ul style="list-style-type: none"> • Store Managers • Retail Marketing Coordinators • Merchandising Managers • Merchandise Buyers • Operations Managers • Visual Merchandise Managers • Sales Managers • Department Managers • Sales Associates • Customer Service Representatives • Clerks (e.g., stock, receiving, etc.) • Administrative Support Representatives (e.g., human resources, clerical, finance, technical) 	<ul style="list-style-type: none"> • Advertising Managers • Public Relations Managers • Public Information Directors • Sales Promotion Managers • Co-op Managers • Trade Show Managers • Circulation Managers • Promotions Managers • Art/Graphics Directors • Creative Directors • Account Executives • Account Supervisors • Sales Representatives • Marketing Associates • Media Buyers/Planners • Interactive Media Specialists • Analysts • Contract Administrators • Copywriters • Research Specialists • Research Assistants • Customer Service Representatives • Administrative Support Representatives (e.g., human resources, clerical, finance, technical) 	<ul style="list-style-type: none"> • Database Managers • Research Specialists / Managers • Brand Managers • Marketing Services Managers • Customer Satisfaction Managers • (Research) Project Managers • CRM Managers • Forecasting Managers • Strategic Planners, Marketing • Product Planners • Planning Analysts • Directors of Market Development • Database Analysts • Analysts • Research Associates • Frequency/Marketing Specialists • Knowledge Management Specialists • Interviewers • Customer Service Representatives • Administrative Support Representatives (e.g., human resources, clerical, finance, technical)

Occupational frames can be printed at <http://www.careertech.org/> under the tab Career Clusters Resources.



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<u>Georgia's Career Clusters:</u> Groupings of occupations with common knowledge and skills	
Cluster	Cluster Description
Agriculture, Food & Natural Resources	Careers with common knowledge and skills related to production, processing, marketing, financing, distribution, and development of agricultural commodities and resources. These commodities include food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
Architecture & Construction	Careers with common knowledge and skills related to the designing, planning, managing, and building of structures.
Arts, A/V Technology & Communications	Careers with common knowledge and skills related to designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Business, Management & Administration	Careers with common knowledge and skills related to the preparation of students with computer skills for future college and career plans. Cluster skills mastered include planning, organizing, directing, and evaluating as well as owning and operating a successful business.
Education & Training	Careers with common knowledge and skills related to planning, managing, and providing education and training services as well as related learning support services.
Energy	Careers with common knowledge and skills related to preparing individuals for careers in the design, planning, maintaining, generating, transmission and distribution of traditional and alternative energy.
Finance	Careers with common knowledge and skills related money management, including planning, investing, and spending. Students gain career development skills for the finance world with opportunities that expand beyond basic business skills into financial literacy, banking, investing, insurance, and risk management.
Government & Public Administration	Careers with common knowledge and skills related to the planning and performing of government management and administrative functions at local, state, and federal levels. Careers are available in national security, foreign service, revenue, and regulations.
Health Science	Careers with common knowledge and skills related to planning,



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	managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development
Hospitality & Tourism	Careers with common knowledge and skills related to the management, marketing, and operations of restaurants, and other food services, lodging, attractions, recreation events, and travel related services.
Human Services	Careers with common knowledge and skills related to family and human needs such as nutrition and food science, counseling and mental health services, family and community services, personal care, and consumer services.
Information Technology	Careers with common knowledge and skills related to the preparation for careers that create, use, modify, and engage technology skills. Graphics, multimedia animation, web design, game and application development, networking, and computer repair are all possibilities.
Law, Public Safety, Corrections & Security	Careers with common knowledge and skills related to employment in emergency and fire services, legal services, protective services, and homeland security.
Manufacturing	Careers with common knowledge and skills related to the processing of materials into intermediate or final products and related professional and technical support activities, such as production control, maintenance, and process engineering.
Marketing	Careers with common knowledge and skills related to the process of anticipating, managing, and satisfying consumers' demand for products, services, and ideas. The Marketing career cluster generates the strategy that underlies advertising and promotional techniques, business communication, and business development.
Science, Technology, Engineering & Mathematics	Careers with common knowledge and skills related to planning, managing, and providing scientific research and professional and technical services.
Transportation, Distribution & Logistics	Careers with common knowledge and skills related to planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water, and also includes other related professional and technical support services.