



# Country Music Entrepreneurs

## LESSON OBJECTIVES

Students will be able to:

- **engage** by collecting and analyzing data.
- **discover** the importance of experiential marketing while making career connections.
- **apply knowledge** obtained to design an experiential marketing experience.

## GRADE RANGE

3–8

## DURATION

One class session (approximately 45–60 minutes)

## LESSON OVERVIEW

Students will explore and apply mathematical principles to learn about experiential marketing and understand how data drives daily decisions in marketing. Students will meet Lindsay Bertelli to explore the fundamentals of experiential marketing and discover experiential marketing. They will develop a marketing experience for an upcoming event, such as a local concert, community event, or school event. Students will research the math data for the type of customer/consumer that would attend the event using the components of experiential marketing. Through research and data synthesis, students will consider how to implement marketing concepts. Utilizing data collection and analysis, students will identify target consumers and factors that drive attendance or product sales.

Students will connect their learning to the incredible work that Lindsay and her team do at CMA Fest— “The Music Event of the Summer.” Throughout this activity, students will practice using the skills needed to be an experiential marketing manager and produce fun, thought-provoking marketing campaigns. These skills include but are not limited to communication, leadership, problem solving, organization, patience, teamwork, and creativity.

## KEY STUDENT QUESTIONS

- What is experiential marketing?
- What are the key principles of experiential marketing?
- What role does statistics play in experiential marketing?

## NATIONAL CONTENT STANDARDS

### **CCSS.MATH.CONTENT.6.SP.A.2**

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

### **CCSS.MATH.CONTENT.6.SP.A.3**

Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

### **CCSS.MATH.CONTENT.5.MD.B.2**

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ).

### **CCSS.MATH.CONTENT.7.SP.B.4**

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

## National Literacy Standards

- Identify and explain how illustrations and words contribute to and clarify a text.
- Use information gained from illustrations and the words in a text to demonstrate understanding of a text.
- Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.

## MATERIALS

- [Country Music Entrepreneurs](#)—video
- *This is STEAM Country Video*, featuring Lindsay Bertelli
- Gallery Walk—Educator Resource
- See-Think-Wonder—Student Capture Sheet
- Y-chart—Student Capture Sheet
- Considering Representation—Student Resource \*optional
- Career Connections Discussion Questions
- Experiential Marketing Rubric—Student Resource, one per group
- Interpreting Marketing Data—Student Resource
- Marketing an Event—Student Capture Sheet

## BACKGROUND INFORMATION

**Experiential marketing**, also referred to as “engagement marketing,” “live marketing,” or “event marketing experience,” is a **marketing strategy** that immerses people within a product, or deeply engages them with a brand. In short, experiential marketing allows individuals to not just purchase products or services from a brand, but to actually experience the brand and develop a feeling or memory around the brand.

Experiential marketing engages the consumer and creates real-life experiences that will be remembered. The objective of experiential marketing is to make a memorable connection between the person and the brand. By engaging in the marketing strategy, the brand hopes to increase consumer loyalty and sales.

Experiential marketing campaigns often share the following attributes. These attributes are fundamental building blocks of successful experiential branding:

- Remarkable: grabs the attention of the audience
- Shareable: encourages attendees to share experiences in the moment and after an event
- Memorable: gives them an experience that they won't forget
- Relatable: matches with the needs, wants, and desires of your audience in an authentic way
- Personable: customizes to individuals instead of large groups
- Targetable: caters to a group of people (target group)
- Measurable: has a way to measure the success of the campaign
- Connectable: connects with other brands and individuals
- Flexible: can create strategies that can be changed easily
- Engageable: makes consumers feel like there is a true value
- Believable: must be an experience that the customers can actually have with the product or brand

## Benefits of Experiential Marketing

- Has a proven success record with brands and products.
- Gives consumer an opportunity to experience the brand, not just see the brand.
- Appeals to the increased use of social media.
- Loyalty is built through the interaction.

## Steps to Experiential Marketing:

1. **Develop and set marketing goals**—Think about what you want to achieve with your marketing campaign. Marketing goals should be SMART (Specific, Measurable, Attainable, Relevant and Time-based).
2. **Determine the data/information needed to successfully implement your goals (market research)**—What do you need to know about consumers to best market the brand or product? Market researchers may use surveys, questionnaires, social media, search engine trends, etc.

3. **Analyze the data/information**—Once the market research phase is complete, you will want to review the results and make judgements.
4. **Identify your target audience**—Now, determine the audience to whom you will market your product/brand.
5. **Determine your budget**—Before you can decide what specific marketing strategies you want to implement to achieve your goals, you need to examine your financial information and come up with a marketing budget. The budget may be set already, and you may have to work with an exact number.
6. **Develop strategies**—With your budget in place, you can begin to define specific marketing strategies that will address your goals, reach your target audience, and build your patient base.
7. **Develop an implementation schedule**—An implementation schedule is a timeline that shows which marketing actions will be done when and also includes the person(s) who will complete them. The schedule should also include the cost of each marketing action and how it fits into the budget estimates for the selected time period.
8. **Evaluate the process**—Were the implemented strategies successful? Plan to monitor and evaluate the results of the implementation.

## Marketing Vocabulary:

- **Experiential marketing**—marketing strategy that engages the consumer and creates a real-life experience that will be remembered.
- **Consumer**—a person who buys goods or services for their own use.
- **Brand**—a type of product manufactured by a particular company under a particular name.
- **Campaign**—a systematic course of aggressive activities for some specific purpose.
- **Products**—the totality of goods or services that a company makes available (output).
- **Target**—to advertise (something) to a target audience or for a recommended use.
- **Market research**—the gathering and studying of data relating to consumer preferences, purchasing power, etc., especially prior to introducing a product to the market.
- **Budget**—an estimate, often itemized, of expected income and expenses for a given period in the future.
- **Research**—to make an extensive investigation into something.

## SESSION FLOW

### ENGAGE | GALLERY WALK

#### Probing questions

- What is a brand and how do people become aware of brands?
- What is brand loyalty and how do you create it?
- How is data collected and analyzed to drive marketing?
- How do experiences help connect us to brands?

Have the students participate in a Gallery Walk Protocol. As the students view each image, have them consider the questions posted at each station and complete the *See-Think-Wonder Student Capture Sheet*.

- After completing the Gallery Walk Protocol, have students [Turn and Talk](#) with a partner to share their ideas and questions.
- As a whole group, have students [Raise a Righteous Hand](#) to share any questions or thoughts they may want to share with the class.
- Explain to students that they will learn about how data collection and analysis drives marketing, specifically experiential marketing.
- As a whole group, share the [REACH website](#). Explain to students that this is a company based in Nashville that uses experiential marketing to create brand experiences for people. Let them know that later in the activity, they will be introduced to the entrepreneur who created REACH. They use data and data analysis to decide how to create experiences for people and help them to feel connected to various brands.
- Ask students to consider how they could create an experience for their peers. Would they use in-person and/or social media? What would be impactful for students at their school?
- In small groups, have students complete the *Y-Chart Student Capture Sheet* to organize their thoughts. The y-chart should be divided into three sections that have students consider what a successful marketing experience looks like, feels like, and sounds like. Explain that they will apply this information in their own experiential marketing design.

## LEARN | INVESTIGATE/VIEW: EXPLORING EXPERIENTIAL MARKETING

#### Inquiry Questions

- What is experiential marketing?
- Why is it important to conduct market research for experiential marketing?

#### Experiential Marketing

- The goal of this activity is for students to understand how experiential marketing is used to promote businesses/ events and how the data is used to determine the type of consumer audience they will market to.
- Share with students that today they will be exploring what experiential marketing is. They will discover the steps to experiential marketing and how data is collected to ensure a successful event or product experience.
- Give students an opportunity to research various experiential marketing campaigns and identify the elements that make them successful.

- As a whole group, discuss and share reasons why experiential marketing has changed in the last decade. Explain to students that often these marketing campaigns are hybrid campaigns that are both in-person and online. Ask them to consider how data could help determine how to design experiential marketing to ensure connection with a target audience.
- Share with students that data is vital to marketing. Driving marketing with data optimizes marketing and allows us to predict consumer needs, desires, and behaviors. Data analysis allows marketers to determine if marketing campaigns or advertisements are successful, and informs future marketing and next steps. Ask students to consider two additional elements when interpreting data:
  1. How is the data collected?
  2. Who is the participating audience?
- Share the data results from the *Marketing Campaign Sheet Student Resource* and allow the students to analyze the graphical representation, share their interpretations, and brainstorm what next steps the company should take for the next year.
- Students will consider what data is necessary to drive their own experiential marketing campaign.
- Have students consider what questions they would want to include in a survey to collect data in order to learn about a target audience. Examples of some possible survey questions are listed below:
  - What is your age?
  - What is your gender?
  - What are your favorite hobbies?
  - What language(s) are spoken in your household?
  - What types of social media do you use?
    - Instagram
    - TikTok
    - Facebook
    - YouTube
    - Twitter
    - SnapChat
  - How many hours a day do you spend on social media?
  - What is important to you when you attend a sporting or musical event?
    - Food
    - Location or proximity to your home
  - What is important to you when you are considering purchasing a product?
- Explain to students that they will create a survey or poll to give to their classmates later in the lesson. They will use this survey or poll to help inform the marketing that they create in their small groups.

## CAREER CONNECTION—LINDSAY BERTELLI

### Inquiry Questions

- What does an event production agency do?
- How does experiential marketing differ from other types of marketing?
- What steps do Lindsay and her team take to produce an event and what tools do they use to track data?
- Share with students that they will now meet someone who has created a successful business around experiential marketing.
- Introduce students to Lindsay Bertelli using the CMA Topic Series Video: *This is STEAM Country*. Read the following excerpt below prior to viewing the video:  
*To help explain the power of experiential marketing and demonstrate how it happens, we'll meet Lindsay Bertelli, the founder and CEO of REACH, a full-service marketing agency in Nashville, Tennessee, that specializes in experiential marketing, event production, and talent procurement for live and virtual events. Lindsay has been in the music business for more than a quarter of a century, starting as a concert promoter, then working in production and project management, before starting REACH in 2011. Not coincidentally, 2011 is also the year when Lindsay began partnering with the Country Music Association to provide turn-key event sponsor management for more than 50 corporate partners at the CMA Music Festival.*
- Divide students into pairs and have them use the *Career Connections Discussion Questions* to guide their discussion.
  - **Application of Knowledge:**
    - Have students turn and talk to a partner, sharing their thoughts and two key takeaways about the video.
    - Have students share one thought using the instructional strategy [Whip Around](#).

## APPLY: EXPERIENTIAL MARKETING IN ACTION

- Tell students that they will use the data that they collected earlier to create a prototype of an experiential marketing campaign.
- Ask students to consider how advertising has the power to help shape cultural norms and public opinion. Explain to students that they will be in charge of marketing a product or event.
- When creating a marketing campaign, firms consider how they can increase visibility of underrepresented groups, help reduce bias in their marketing, and ensure they are not perpetuating stereotypes. Ask students to consider how this might be reflected in their prototype.
- Explain to students that they will create a campaign specifically for their own school or classroom. They should consider the data collected, demographic, culture, values, customs of those they are marketing to. Have students consider how culture subconsciously directs our behaviors and thoughts, which could influence the presence of bias within marketing campaigns that we create. Their product/event experience should be representative of their target audience.

**Teacher Note:** *If time permits, allow students to consider the impact of representation in media and how it affects the success of a marketing campaign, using the Nielsen resources found in the Considering Representation Student Resource.*

Nielsen full data sets of the resources cited in the student resource can be found below:

1. [Inclusion, Information, and Intersection: The Truth about Connecting with U.S. Latinos<sup>1</sup>](#)
  2. [Seeing and Believing: Meeting Black Audience Demand for Representation that Matters<sup>2</sup>](#)
  3. [Confronting Myth & Marginalization: Asian American Audiences and On-Screen Representation<sup>3</sup>](#)
  4. [Being Seen On Screen: The Importance of Quantity and Quality Representation on TV<sup>4</sup>](#)
- Ask students to consider how their marketing would change if they were marketing more broadly to their entire community, city, state, or even the entire nation. This also may change depending on the target audience of people who attend an event and/or use a specific product. Remind them that regardless of how narrow or broad their target audience is, they will likely not be culturally, linguistically, or culturally homogeneous.
  - Guide students through the experiential marketing steps in order to have students create their own experiential marketing design. Divide students into groups of six and ask each student to become an expert in one component of experimental marketing. They will then come together to create a presentation that shares a prototype of their experiential marketing campaign.
  - Have students consider an upcoming event where they want to increase attendance. They may want to consider an upcoming school play, PTA event, or school sporting event. Another option is to have students create an imaginative or fictitious product that they believe would be popular with their peers.
  - Ask students to consider the following questions as they begin brainstorming:
    - How can we connect possible consumers emotionally with a product or event?
    - How can we use all five senses to draw in possible attendees or consumers?
  - Have students consider all the steps involved with the experimental marketing campaign:
    1. **Develop and set marketing goals**—Think about what you want to achieve with your marketing campaign. Is it that you want to increase attendance at an event, or promote brand awareness? The *Marketing an Event Student Capture Sheet* can be used to help guide student thinking.
    2. **Determine the data/information needed to successfully implement your goals (market research)**—As an example, consider your classroom peers as your consumer audience and think about what data is needed in order to successfully market your campaign.
      - a. Statistical question: Create a statistical question in order to collect a set of data. For example:
        - i. Would you attend this event?
        - ii. Would you prefer a weekend or weekday event?
        - iii. Would you travel five miles or more to an event?
      - b. Based on your question, students will create a poll or survey to collect data that will inform their prototype.

1 <https://www.nielsen.com/wp-content/uploads/sites/3/2021/09/nielsen-2021-hispanic-diverse-insights-report-210682-D9.pdf>

2 <https://www.nielsen.com/wp-content/uploads/sites/2/2021/10/african-american-dis-oct-2021.pdf>

3 <http://nielsen.com/wp-content/uploads/sites/2/2022/05/AANHPI-DIS-May-2022.pdf>

4 <https://www.nielsen.com/insights/2021/being-seen-on-screen/>

**Teacher Note:** Consider having students use a free digital survey software like Google Forms, SurveyMonkey, or Mentimeter. This will allow students to use graphs to analyze the results of their polling. Once the students have collected their data, they can create a color data chart to help them create a line plot, interpret their data, and determine next steps. Students can use [create-a-graph](#) or a similar software to create a visual graph of their results. An example can be found below:

**Sample Color Chart**

Would you attend this event?			30%
Does the event make you happy?			10%

3. **Analyze the data/information**—Students will analyze initial data collected to begin brainstorming and planning their own product/event experience.
4. **Target audience**—Classroom peers will be considered the target audience.
5. **Develop & Design**—Create specific marketing strategies that will address your goals, reach your target audience, and build your consumer base. Students will complete this section of the activity by creating a presentation using Google Slides or another preferred presentation software. Students should consider the *Experiential Marketing Rubric Student Resource* when creating their presentation.
6. **Evaluate the process**—Once the class has completed their designs and presentations, have students present their ideas to the class. Then have students conduct a post survey to determine how the data changed from the initial results. Were the implemented strategies successful? How successful was your advertisement design?

**Teacher Note:** Consider having students use a free CAD or drawing software to create the prototype of their product/event experience. Professionals use CAD to create prototypes that inform their real-life marketing experiences.

## REFLECT

Reflection questions:

- What did you learn about collecting data?
- What role does data analysis play in everyday life?
- What challenges did you face during this lesson?

Students will engage in The Reflective Conversation Protocol. This protocol is a process that can help students reflect together about their learning. The teacher will facilitate this protocol for each step.

- Present the reflection question.
- Students will reflect independently in their journal—two minutes.
- Then share their reflections with a partner—three minutes.
- Whole group share-out: Teacher will elicit responses that take the class from the surface of the topic to more in-depth implications.
- Repeat with the next question as time allows.

## CHALLENGE

Experiential Marketing In Action Activity Extension: If time permits, consider having students create their prototypes for an upcoming school event. Have them conduct a larger poll to ensure they have the appropriate data to determine how they will market an upcoming event. Have them consider how they will use emotion and the five senses to capture audience attention, create a customer experience, and drive attendance to their event.

## FORMATIVE ASSESSMENTS SUGGESTIONS (OPTIONAL)

- Inquiry Questions
- Team Collaboration Rubric
- Jigsaw
- Graphic Organizer
- Journal Reflections
- Peer Review

# Gallery Walk | Station 1

What is a brand? How do you become aware of a brand?



# Gallery Walk | Station 2

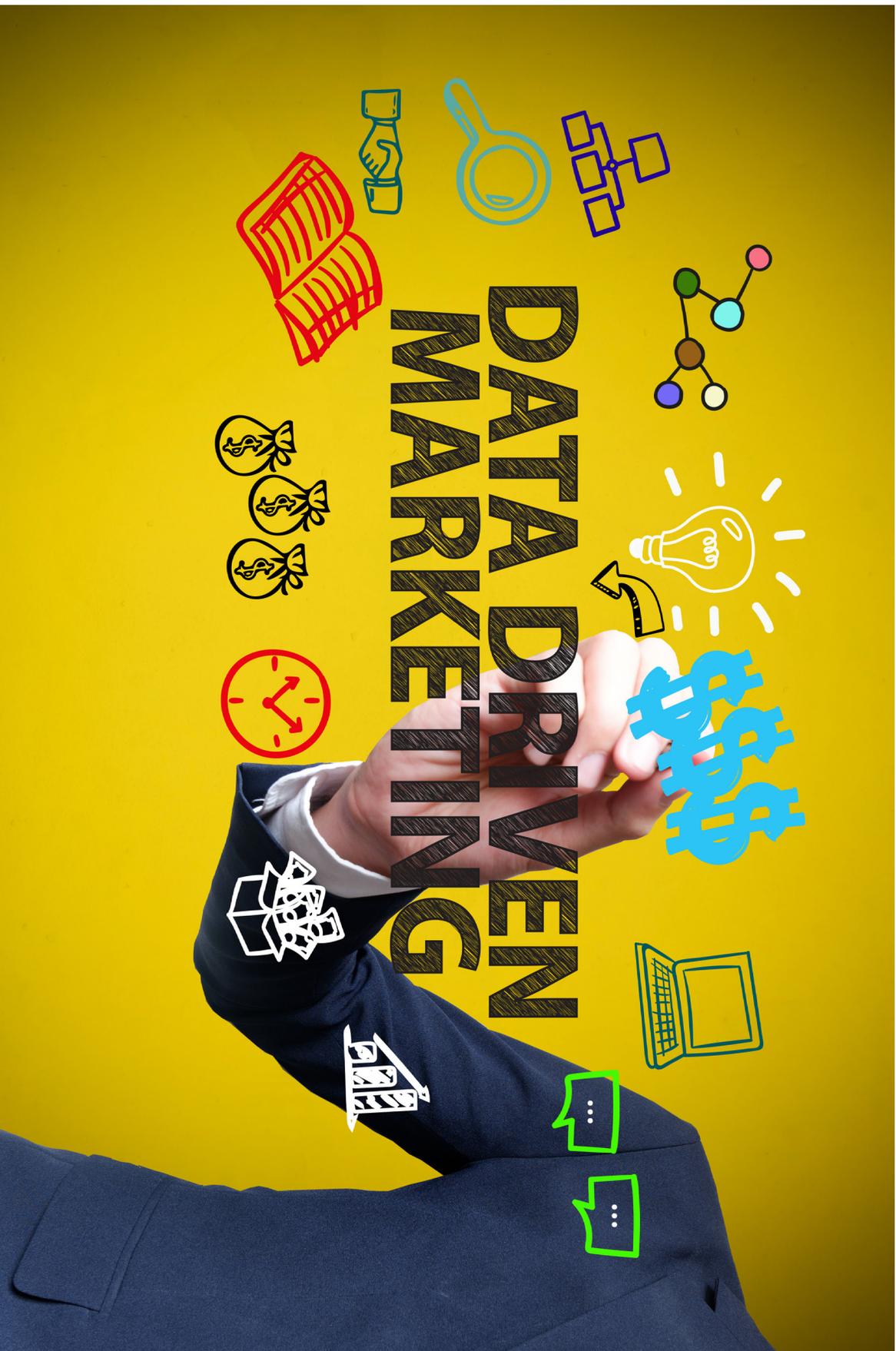
EDUCATOR RESOURCE

What brand(s) do you feel loyalty towards? Why?



# Gallery Walk | Station 3

Marketing is driven by data. How do you think data is collected? How is it used?



## Gallery Walk | Station 4

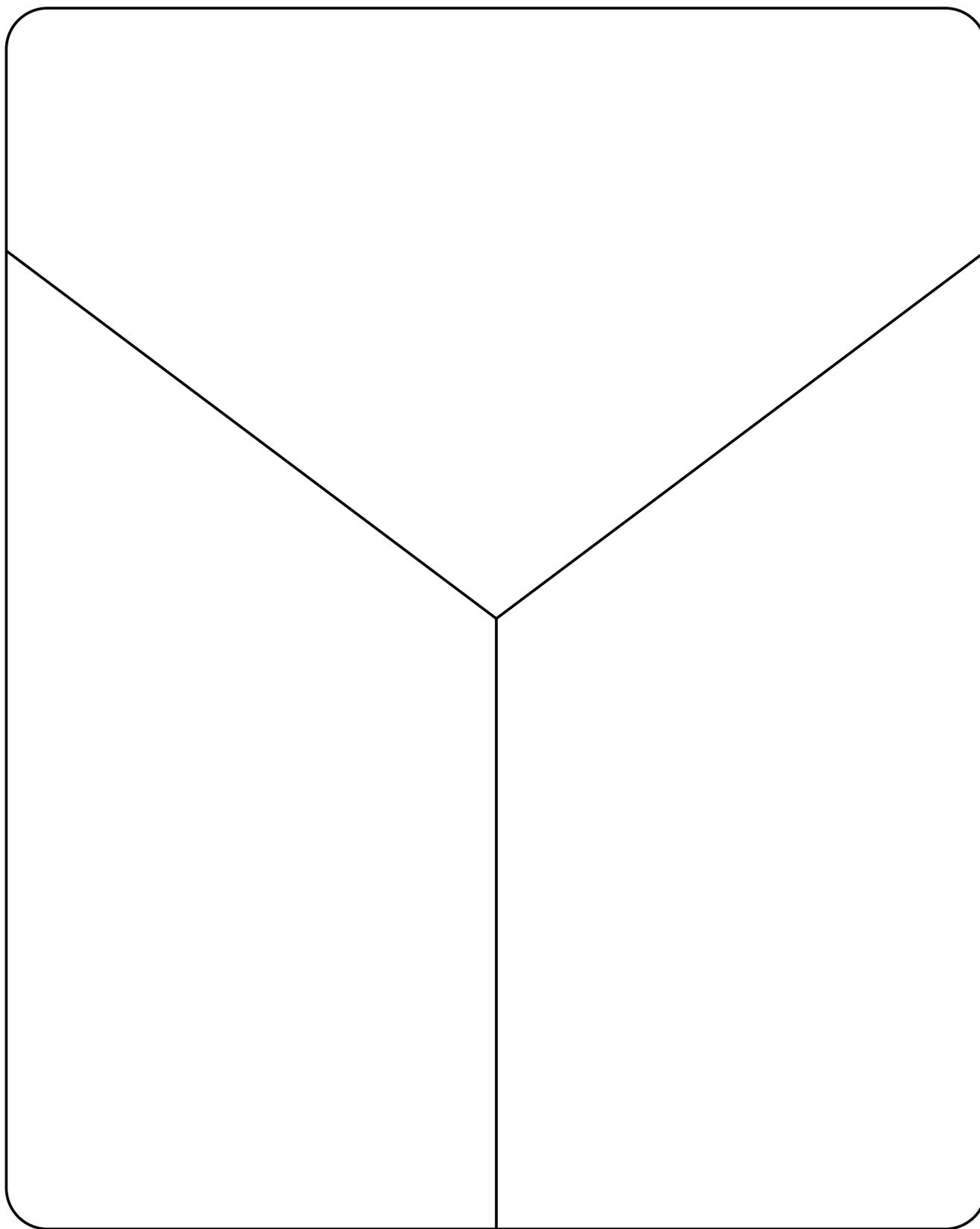
How can you create customer experiences that help people connect with a brand?



# See–Think–Wonder

What do you see?	What are you thinking?	What do you wonder?
I see...	I think...	I wonder...

# Y-Chart



**Event:** ABC Community Fair

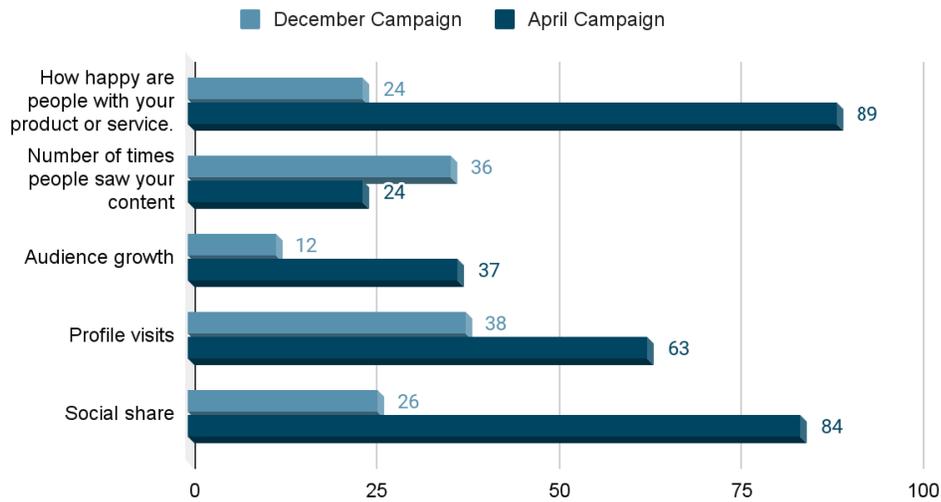
**Audience:** Families

ABC hosts its annual community fair every year in the month of July. A marketing team is hired to run its marketing campaign. The graph below shows the results for each run of their campaign; Campaign 1 was launched in December and Campaign 2 was launched in April. Review each launch and their outcomes. Write conclusive statements for each situation. Make predictions where appropriate.

Guiding Questions:

- What story is the data telling you?
- What is the difference between each of the campaigns?
- What can you assume and predict based on the data for next year?

**Interpreting Marketing Data**



# ***This is STEAM Country,*** **with Lindsay Bertelli**

With your partner, consider what are some specific things you learned by watching the Lindsay Bertelli video and answer the following questions. Each partner will share their thoughts, then discuss what you had in common. Be prepared to share your discussion with the class.

<p><b>How does Lindsay define experiential marketing?</b></p>	<p><b>When Lindsay says “experience the brand,” what is she referring to?</b></p>
<p><b>What skills does Lindsay say are important to being effective and successful at her job?</b></p>	<p><b>What types of data does Lindsay and her team collect?</b></p>
<p><b>How do live experiences create emotional connections with consumers?</b></p>	<p><b>According to Lindsay, what risks are associated with becoming an entrepreneur?</b></p>

# Considering Representation Student Resource

People with a disability are **34%**

more likely to feel they're not represented enough in media, and more than half say they're inaccurately represented.

**2/3**  
Two out of three Black viewers are more likely to:

- ▶ Watch representative content
- ▶ Buy from brands that advertise in representative content

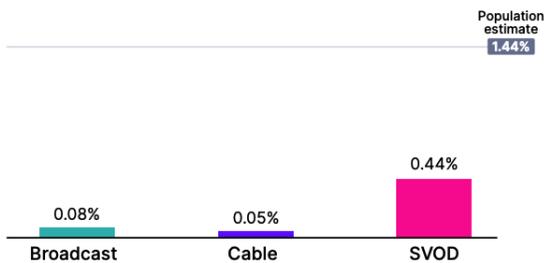
Source: Nielsen Attitudes on Representation on TV Survey, May 2021

**2/3**  
of Asians feel there is not enough representation on TV

**>1/2**  
of Asians feel that the portrayal is inaccurate

Source: Nielsen Attitudes on Representation on TV Survey, May 2021

## Native American share of screen



Source: Gracenote Inclusion Analytics, 2020-2021 TV season

## INTERSECTIONAL REPRESENTATION IN MEDIA MATTERS

- 39%** OF LATINOS FEEL THERE IS NOT ENOUGH REPRESENTATION OF THEIR IDENTITY GROUP ON TV.
- ALMOST 60%** SAY THEY ARE MORE LIKELY TO WATCH CONTENT FEATURING THEIR IDENTITY GROUP.
- 55%** SAY THEY ARE MORE LIKELY TO BUY PRODUCTS FROM BRANDS THAT ADVERTISE ON CONTENT FEATURING SOMEONE FROM THEIR IDENTITY GROUP.

Source: Nielsen Attitudes on Representation on TV Survey, May 2021

## Share of screen ranking by platform for identity groups

	Broadcast	Cable	SVOD	
White	59.5%	79.6%	75.1%	
Men	56.3%	56.5%	57.4%	
Women	43.7%	43.5%	42.6%	
Hispanic/Latinx	22.1%	Black	13.3%	
Black	21.0%	LGBTQ	7.6%	
LGBTQ	3.1%	Hispanic/Latinx	3.6%	
MENA	2.4%	MENA	3.5%	
East Asian	2.0%	East Asian	1.4%	
South Asian	0.5%	South Asian	1.1%	
Southeast Asian	0.5%	Southeast Asian	0.2%	
Native Americans	0.1%	Native Americans	0.1%	
			Black	17.9%
			Hispanic/Latinx	8.5%
			LGBTQ	4.0%
			East Asian	2.8%
			MENA	2.1%
			South Asian	1.5%
			Southeast Asian	0.7%
			Native Americans	0.4%

REPRESENTATION ↓

Source: Gracenote Inclusion Analytics, 2020-2021 TV season

# Marketing an Event

With a partner, brainstorm event ideas that provide a good, service, or event for an audience in your school or community.

<p><b>Event Name and Type</b></p>	<p><b>How will you market your event? Write at least two sentences of how you will increase the participation of a specific target audience.</b></p>
<p><b>Experiential Marketing Idea</b></p>	<p><b>How will you increase sales or attendance, based on previous data?</b></p>

# Experiential Marketing Rubric

Score Value	Below 1 pts	Almost Meeting 2 pts	Meeting 3 pts	Above 4 pts
Message Information about the product or event is clearly laid out.	Word choice is too simple or repetitive.	Word choice is mostly engaging. You have some variety in the style of the marketing.	Word choice is engaging and you have a distinctive writer's voice. Audience clearly understands what this product or event is all about.	Writing is engaging and shows an outstanding of writer's voice. Audience clearly understands the product and the message behind it.
Logo and/or slogan are clearly identified.	Includes no color and/or inefficient use of space. Ad is confusing. Slogan and/or logo are lacking.	Includes some color but overall poor organization or visibility.	Good use of color and space. Marketing is well organized. Effective slogan and/or logo.	Excellent use of color and space. Excellent organization. Excellent slogan and/or logo.
Target audience is identified.	Marketing is not relevant for the target audience.	Marketing is somewhat relevant for the targeted audience.	Marketing is mostly relevant for the target audience.	Marketing is completely relevant for the target audience.
Persuasive techniques used in advertisement.	1 or no use of persuasive techniques.	2-3 persuasive techniques effectively used in marketing. Effect is persuasive.	4 persuasive techniques used in marketing. Effect is persuasive.	5 or more persuasive techniques used in marketing. Effect is persuasive.