AOHT Hospitality Marketing

Lesson 9

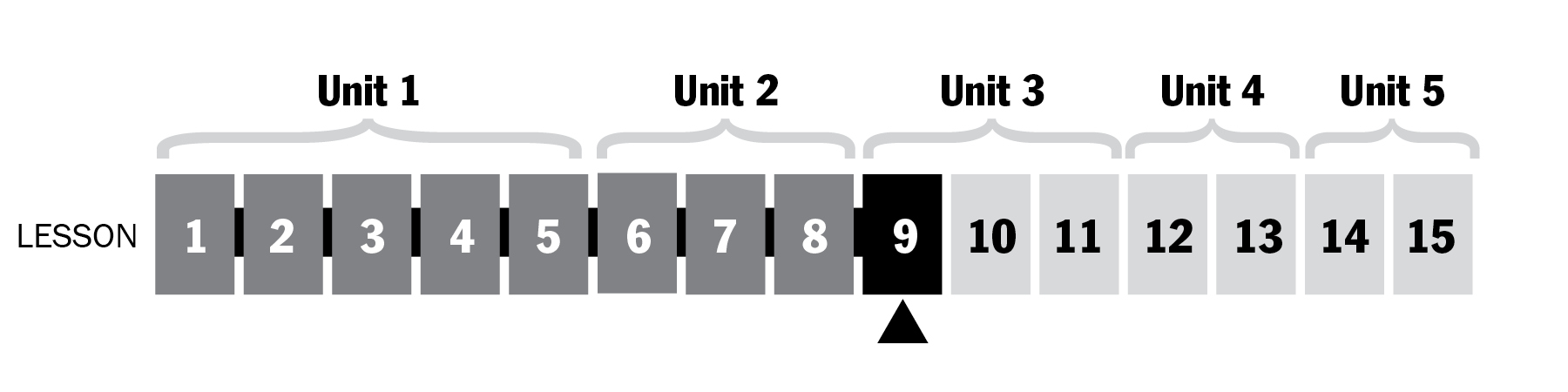
Public Relations

In this lesson, students learn about public relations and its important role in hospitality and tourism marketing. They deduce the elements of good publicity by analyzing news stories to determine whether they may be part of a marketing campaign. After studying the characteristics of a news release, a key tool in public relations, students write one about their project attraction.

Advance Preparation

* Prior to Class Period 1, collect hospitality and tourism articles from local daily and weekly newspapers, as well as regional magazines. See Teacher Resource 9.1, Guide: In the News, for instructions.
* In Class Periods 2 and 3, students will need access to computers with word processing software, one student per computer. They will also need access to a printer.

This lesson is expected to take 3 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Display understanding of the role that public relations plays in a marketing campaign\*
* Evaluate news stories to identify their public relations components
* Develop an effective news release

\*This is one of the 16 key learning objectives assessed by the NAFTrack Certification end-of-course exam for this course.

Academic Standards

The relevant Common Core State Standards are too extensive to list here but are an important basis for this lesson. For details, please refer to the separate document “Correlations to the Common Core Standards” (available in the Course Planning Tools section of the course materials).

* Describe the key components of marketing and promoting hospitality and tourism products and services (Common Career Technical Core 2012, Standard HT 1)
* Evaluate the nature and scope of the Hospitality & Tourism Career Cluster™ and the role of hospitality and tourism in society and the economy (Common Career Technical Core 2012, Standard HT 2)
* Communicate information about products, services, images and/or ideas to achieve a desired outcome (Common Career Technical Core 2012, Standard MK 9)
* Apply techniques and strategies to convey ideas and information through marketing communications (Common Career Technical Core 2012, Standard MK-COM 1)
* Plan, manage and monitor day-to-day activities of marketing communications operations (Common Career Technical Core 2012, Standard MK-COM 2)
* Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities (Common Career Technical Core 2012, Standard MK-COM 4)
* Communicate information about products, services, images and/or ideas to achieve a desired outcome (Common Career Technical Core 2012, Standard MK-COM 5)
* Understand the obligations of businesses to the government and the community (McREL Business Education Standards 1999, Standard 33)
* Understand the roles of marketing and the impact of marketing on the individual, business, and society (McREL Business Education Standards 1999, Standard 43)
* Understand how external factors and competition influence or dictate marketing decisions (McREL Business Education Standard 44)

Assessment

|  |  |
| --- | --- |
| Assessment Product | Means of Assessment |
| Project attraction news release (Student Resource 9.4) | Assessment Criteria: News Release (Teacher Resource 9.3) |

Prerequisites

* An understanding of the differences between marketing, advertising, and public relations
* An understanding of differentiation
* Familiarity with the concept of public perception

Instructional Materials

Teacher Resources

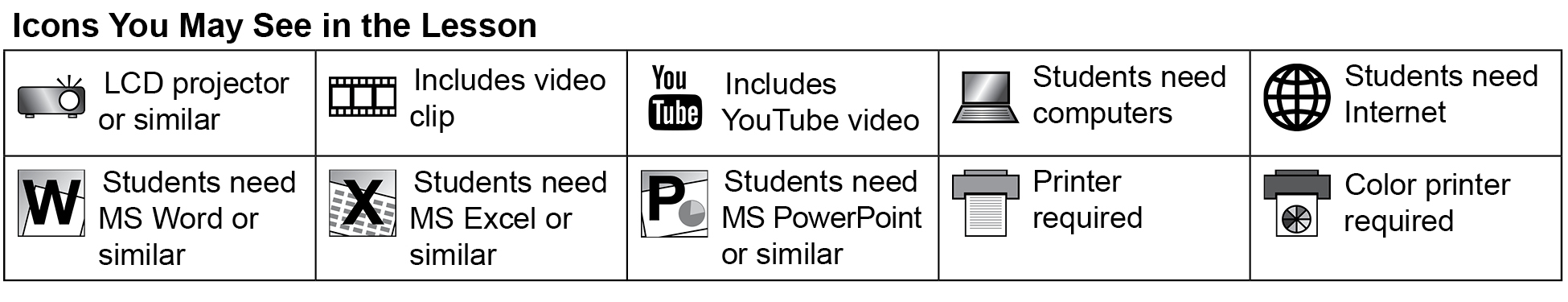
* Teacher Resource 9.1, Guide: In the News
* Teacher Resource 9.2, Answer Key: Public Relations Anticipation Guide
* Teacher Resource 9.3, Assessment Criteria: News Release
* Teacher Resource 9.4, Key Vocabulary: Public Relations
* Teacher Resource 9.5, Bibliography: Public Relations

Student Resources

* Student Resource 9.1, Anticipation Guide: Public Relations
* Student Resource 9.2, Reading: Public Relations
* Student Resource 9.3, Sample News Release
* Student Resource 9.4, Assignment: News Release

Equipment and Supplies

* Blackboard, whiteboard, or flip chart
* Collected news articles (see Teacher Resource 9.1)
* Computers with word processing software (one for each student)
* Printer



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 20 | Identification: Examples of Public Relations in the News  Students remember what they have learned about public relations and prepare to learn more about it by studying examples from the news media. This activity focuses on the following college and career skills:  Utilizing time efficiently when managing complex tasks  Demonstrating teamwork and collaboration  Before class, prepare the collections of news stories, as described in Teacher Resource 9.1, Guide: In the News.  When class begins, ask students to remember the two forms of promotion involved in hospitality marketing. They should be able to tell you “advertising and public relations,” but if they don’t, tell them you’re about to give them a way to remember.  Divide the class into groups of four that are different from their culminating project groups. Give each group an assortment of stories from the news. Don’t tell them anything about how the stories were selected or what the topic of this lesson is. Simply ask them to look over the articles and try to answer the following questions:  How do these articles fit into a marketing campaign?  Give them time to look over the articles and come up with their answers. Next, go around the room and ask each group to share their answers  When all groups have shared, remind them that these articles could have been advertising or public relations, and in this case all of them are the latter. |
| 2 | 30 | Anticipation Guide and Reading: Public Relations  Students use the news stories and their previous knowledge about public relations to make predictions; then they see if their predictions are correct by reading about public relations.  Ask students to complete the My guess and My reason sections of Student Resource 9.1, Anticipation Guide: Public Relations. Then ask students to read Student Resource 9.2, Reading: Public Relations, and to complete the rest of the anticipation guide based on what they read.  When students have completed the reading and the rest of the anticipation guide, ask them to team up with a partner to share what they’ve learned. Give students a few minutes to discuss. Then ask them to vote by a show of hands on whether they agreed or disagreed with each statement. Invite a few volunteers to explain why they agreed or disagreed. Take this opportunity to correct any misunderstandings using Teacher Resource 9.2, Answer Key: Public Relations Anticipation Guide.  Point out to the students that the news stories they read at the start of class are all parts of a public relations campaign. Explain that many of those news stories may be the result of news releases, and that students will learn more about how a news release works in the next class period. |
|  |  | CLASS PERIOD 2 |
| 3 | 25 | Prewriting: Analyzing a News Release  In this activity, students will work together to identify the elements of a news release in preparation for writing one of their own.  Ask students: What is a news release? Invite a few students to guess; then share the definition from Teacher Resource 9.4, Key Vocabulary: Public Relations.  Explain that students are going to be writing a news release about their project attraction. But before they can do that, they need to make sure they understand what a good news release looks like.  Divide the class into pairs or triads (preferably assigning students to work with people who are not part of their project groups) and ask students to read over Student Resource 9.3, Sample: News Release, and identify its elements. Once the groups have done that, ask for volunteers to help you create a class list of the parts of the news release, which might include the following:  The release information (“for immediate release”)  Contact information (whom the reader may contact for more information)  The headline  The tagline (sentence under the headline)  Location and date listing  The “lead”—one to three sentences that state the basic who, what, when, where, why, and how  Two to four short paragraphs providing other details and quotes  Concluding paragraph that covers how to get more information  Paragraph about the company  “End” statement  Tell the students to label each part of the release as you list it on the board.  Ask students if they would write a story about this subject if they were newspaper reporters Ask them why or why not. Use this whole-class conversation to identify the qualities of an effective news release, which may include the following:  A headline that grabs the reader’s attention and is easy to understand  An interesting angle—in this case, the fact that there is an event on Memorial Day weekend, the LEED certification/emphasis on sustainability, or that a new resort is being opened in the community are all possible angles for an article.  Accurate information that doesn’t sound too much like a sales pitch—in this case, the information about the activities available and the sustainable practices and certification of the accommodations are presented without bragging.  Information about the company and a way for the reader to get more information  Ask students to note these points in their sample news release in the places where it would be appropriate. (For example, the specific requirements of a headline would be listed at the top of the news release.) |
| 4 | 25 | Culminating Project Work: Writing a News Release  Students apply what they have learned about public relations as they write a news release about their project attraction. This activity focuses on the following college and career skills:  Developing awareness of one’s own abilities and performance  Utilizing time efficiently when managing complex tasks  Demonstrating the ability to write effectively  Look at Student Resource 9.4, Assignment: News Release, with the class and answer any questions. Take a few minutes to review the assessment criteria at the end of the sheet. Answer any questions. Then give students time to work on their news release.  Tell students they should type their news releases to make them look more professional. If not, emphasize that the news release should be as neat as possible.  When the class period comes to an end, tell students to print out their in-progress release so that they can gather feedback on it from classmates in the next class period. If students have Internet access, another option is to have them use a cloud-based application like Google Docs to upload, edit, and review documents as a group.  They will revise it and turn it in then as well. Alternatively, students can keep working on their release for homework and print out a copy to bring to class. |
|  |  | CLASS PERIOD 3 |
| 5 | 35 | Culminating Project Work: Writing a News Release (Continued)  Students continue working on their news releases. This activity focuses on the following college and career skills:  Demonstrating the ability to write effectively  Demonstrating the ability to speak effectively  Developing awareness of one’s own abilities and performance  Ask students to return to their pair or triad from the last class period and compare their in-progress news releases. Ask the students to review their classmates’ work for the following:  Are they using the right format?  Does the headline catch your attention?  Does the lead include all the important information?  Is there any confusing or contradictory information?  Remind students that since they are working with people who are in different groups, this is a great way to make sure their news release makes sense to an outsider—that is, someone who is not a part of their team. Ask students to provide feedback to their classmates based on those questions. When students have given and received feedback, they should continue working alone on their news release.  When approximately 15 minutes remain in class, ask students to print out and turn in their assignment. Assess them using Teacher Resource 9.3, Assessment Criteria: News Release. Also, consider sharing these news releases with NAF academy advisory board members. Ask the advisory board members to offer feedback on the students’ work and, if possible, to provide some examples of news releases from their companies for the students to examine. |
| 6 | 15 | Quick Vote: Is Media Attention Always a Good Thing?  To conclude this lesson, students consider whether being newsworthy is invariably good for marketing or whether being in the news is only positive under certain conditions.  Ask students to raise their hand if they agree with this statement:  Being in the news is good publicity, even if the reason for being in the news isn’t good.  Invite student volunteers to share their reasoning. Note that this is a controversial issue. But it’s much easier to read or hear news stories now because of the Internet, which makes it an even more charged topic. It also means that the ability to write an attention-grabbing news release will remain a very valuable skill. Remind students that news releases not only provide a great way to give the public information and invite them to benefit from the hospitality or tourism product you’re writing about but are also key tools in managing any negative stories that are published. |

Extensions

Content Enrichment

* Create a class scrapbook or bulletin board display of articles that are examples of public relations materials. Have students collect articles and write a brief analysis of each article using the analysis questions presented in Class Period 2.
* Arrange for students to develop an entire press kit about their project attraction. For information on press kits, consult the following website:
  + “How to Create a Press Kit.” eHow, <http://www.ehow.com/how_8794_create-press-kit.html>

STEM Integration

* Math: Orlando is marketing a snowboarding event featuring half-pipe performances by Olympic medalists Kaitlyn Farrington and Kelly Clark. His SMART goal is to sell 800 vacation packages that include the performance and lift tickets, within three months. He’s sent 60 press releases and figures he needs to get about 20% responses in order to get the media attention he needs. So far, one cable station has interviewed him, and four sports media outlets have run blurbs about the event. He has sold 320 tickets. Make graphs of Orlando’s PR and sales goals versus what he’s fulfilled. What percentage response has he gotten for his press release, and what percentage of his sales goal has he achieved? What type(s) of graphs work best for conveying this information? If you were Orlando, what would you do to improve press response?
* Technology: Consider showing and discussing one or more of the following videos during the lesson. For YouTube videos: if your school does not allow access to YouTube, you may wish to download the video to your computer in advance using KeepVid (see [www.keepvid.com](http://www.keepvid.com/)) or a similar program.
  + “Press Release Tutorial,” YouTube video, 3:57, <http://www.youtube.com/watch?v=8UGjujm9BKw>
  + “How to Write the Perfect Press Release,” Ezine Articles, YouTube video, 7:25, <http://www.youtube.com/watch?v=9c8bJzUZ6c8>

Additional Cross-Curricular Ideas

* Multiple subjects: Ask students to write a news release, using proper format, announcing an important event in any class (e.g., “Big Biology Test Next Week: Mrs. Jones Says Students Unprepared”) or about an important event that was studied in that class (e.g., “Colonists Meet in Philadelphia: Claim to Have Founded New Country”).