

# 7

MINUTE  
STARTER

## START RIGHT 2.1 – MARKETING

# Establishing Our Identity

## OBJECTIVES

### STEP 1 | LEARN (30 MINUTES)

Students will view Start Right Presentation 2.1 – Establishing Our Identity to examine how an effective marketing campaign must use phrases and images that convey their message in an appropriate way to a variety of people in their audience.

Students will discuss the perceptions people have about the yearbook and how to combat any negative perceptions as well as the identity we wish to convey.

### STEP 2 | PRACTICE & USE (15 MINUTES)

Students will review and edit Start Right Activity 2.1 – Yearbook Reader Survey. This is a generic survey to start the class thinking about the questions they need to ask their readers to understand their audience.

Students will brainstorm questions that will help them know what students want in their yearbook.

After designing a survey that fits the school, students will circulate the survey on paper or by using an electronic survey tool as part of their assignment. We recommend that they are assigned to return a specific number of surveys (2–4 per staffer).

Staffers should survey a variety of students — some they may know and some they aren't familiar with.

*To do:* A key to selling in this modern world is knowing who your buyers are. The adviser should upload an Excel file of the students in the school, usually available from the front office. The file should include (each in separate columns): first name, last name, grade, homeroom, street address, city, state, zip code and parent email address. Upload the list on Yearbook Avenue under **Sell>Student List**.

Uploading the student list has several benefits:

- » No one will need to type names as orders are placed.
- » It will make it easy to see who has purchased a book and who hasn't, AND to easily track how many times each student is in the book.
- » Email addresses allow you to reach out to parents quickly, easily and conveniently.

Surveys will be used with Start Right Lesson 2.5.



## 21ST CENTURY SKILLS

In this lesson, students look closely at professional marketing campaigns and will apply the strategies to their own marketing campaign, thinking creatively about ways to implement their ideas.



## COMMON CORE STATE STANDARDS

### ELA-Literacy.SL.9-12.1, CCRA.SL.1

Initiate and participate effectively in a range of collaborative discussions.

### ELA-Literacy.SL.9-12.1b

Work with peers to promote civil, democratic discussions.

### ELA-Literacy.SL.9-12.1c

Propel conversations by posing and responding to topic-specific questions.

### ELA-Literacy.SL.9-12.1cd

Respond thoughtfully to diverse perspectives.

### ELA-Literacy.W.9-12.4, CCRA.W.4

Produce clear and coherent writing that is appropriately organized.

### ELA-Literacy.W.9-12.5, CCRA.W.5

Plan, revise, edit, rewrite or try a new approach.

### ELA-Literacy.W.9-12.6, CCRA.W.6

Use technology to produce and publish shared writing products.

### ELA-Literacy.W.9-12.7, CCRA.W.7

Conduct short research projects to answer a question or solve a problem.

## ISTE STANDARDS



**1A:** Apply existing knowledge to generate new ideas.

**1B:** Create original works.

**1C:** Use models and simulations to explore complex systems.

**2D:** Contribute to project teams to produce original works.

**3A:** Plan strategies to guide inquiry.

**4A:** Identify authentic problems and questions for investigation.

**4B:** Plan and manage activities to develop a solution or complete a project.

**6B:** Select and use applications effectively and productively.

Do you have an idea for a 7-Minute Starter? Email us at [7-Minutestarters@jostens.com](mailto:7-Minutestarters@jostens.com)



# Yearbook Reader Survey

This is your chance to speak up and help create our book!

1. Are you planning to buy a yearbook this school year?    Yes                      No                      Undecided  
Why is that?

2. How important to you is each of these in a yearbook?  
(X one box for each statement)

Not                      Very  
Important                      Important

- Cover design
- Equal coverage of all students
- Pictures of me
- Pictures of my friends
- Sports coverage
- Coverage of my class/grade
- Price of the book
- Clubs/organizations coverage
- Coverage of activities outside school
- Autograph space
- Coverage of dances/special events

3. What grade would you give last year's yearbook on each of these things?    A    B    C    D    F

- \_\_\_ The yearbook overall
- \_\_\_ Equal coverage of all students
- \_\_\_ Pictures of me
- \_\_\_ Coverage of sports
- \_\_\_ Pictures of my friends
- \_\_\_ Coverage of my class/grade
- \_\_\_ Price of the book
- \_\_\_ Coverage of school-related clubs/organizations
- \_\_\_ Number of pages printed in color
- \_\_\_ Coverage of activities outside school
- \_\_\_ Autograph space
- \_\_\_ Coverage of dances and special events

# Yearbook Reader Survey (cont.)

6. Which of the topics in the yearbook is your favorite?

7. Which of the topics in the yearbook is your least favorite?

8. Why is this your least favorite? How can it be improved?

9. How would you prefer to have your yearbook delivered?

- Delivery event/signing party at school
- Handed out over the lunch period/after school
- Other (Specify): \_\_\_\_\_

10. Would you attend a delivery event/signing party if one were offered in school?

- Yes    No

11. What suggestion do you have for the staff on how to improve the book?

12. What grade are you in? \_\_\_\_\_

13. Gender:  Female     Male

Please return this questionnaire to: