

Facilitation Guide: Socials for Success

Challenge

Students will create a social media campaign to build brand awareness, generate leads, and drive sales for a Glowforge product and/or e-commerce storefront. They will begin by considering the benefits and challenges of using different social media platforms and evaluate which platform(s) would be most effective for their promotion. After thinking about how different social media marketing strategies can inform their campaign, they will create initial content for their campaign and share it with a small segment of their target market or their peers to evaluate success. Depending on the amount of content that students are asked to produce, this challenge may range anywhere from a one to two week long project to a full semester.

The goal of this challenge is to provide students with an opportunity for real world application of social media marketing. Educators may choose to utilize one account and ask students to submit content directly to them for posting or allow students to create their own brand social account. If student use of active social media accounts is a concern, consider having students create a mock social media campaign that can be shared with their peers, a focus group of teachers and trusted adults, or another class to receive feedback and evaluate effectiveness.

This challenge is intended to be the last of three challenges within the Entrepreneurship series. Educators may choose to move through these challenges sequentially or pick and choose as needed.

Rationale

Entrepreneurs and businesses consistently use social media as a tool within their marketing strategy and business plan. Therefore, it is essential for students to understand how to leverage social media effectively to promote their brand, generate leads, and drive sales.

In this challenge, students will be required to think critically about the benefits and challenges of different social media platforms and strategies as they develop their promotional skills. Developing innovative campaigns and brand messaging will help students build greater brand awareness to better understand the impact of social media on achieving business goals.

Glowforge empowers entrepreneurs to think outside the box when it comes to creating engaging products for their customers. These products can be easily customized or personalized using a

variety of Glowforge features, which look enticing to customers who interact with businesses via social media.

Standards

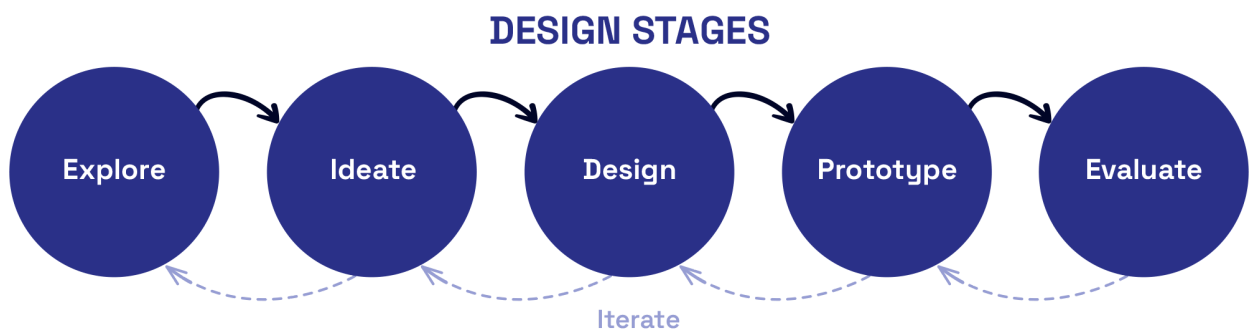
Common Career Technical Core Standards

- BAC 10.05 Create, communicate, and deliver value to customers while managing customer relationships.
- MKC 01.03 Integrate sociological knowledge of group behavior to understand customer decision-making.
- MKC 04.01 Apply technological tools in marketing to expedite workflow.
- MKC 05.05 Understand the tools, techniques, and systems that marketers use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.

ISTE Standards for Students

- 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.2.a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 1.4.b Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 1.6.d Students publish or present content that customizes the message and medium for their intended audiences.

Facilitation Steps to Support the Design Process



Explore

In this stage, students will focus on researching and investigating social media platforms and strategies that they can use to promote and amplify their Glowforge product or e-commerce

storefront. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Provide students with a brief introduction to the challenge and relevant resources on social media platforms and campaigns.
 - If students have not yet created anything on Glowforge, check out the [Marketing Magic challenge](#) where students design and create a marketable product using Glowforge for their target market.
 - Encourage students to engage with articles, websites, and videos to learn more about how social media can be used to distribute [brand messaging](#) and [increase revenue](#).
 - Provide students with [examples](#) of successful social media campaigns.
 - Help students connect with entrepreneurs using social media. They can conduct interviews or question and answer sessions to better understand their campaigns or how to use social media to build brand awareness.
2. Provide students with question prompts from the Explore stage of the challenge to help inspire their research and consider how they might use social media to enhance their product sales and gain brand awareness.
3. Help students safely explore social media platforms, like Instagram, Facebook, Twitter, or even blogs.
 - Remember to consider the age of students as some platforms may require parental consent for students under a certain age per [COPPA](#).
 - Consider utilizing one classroom account that students do not have access to independently.
 - Concerned about students using social media? Throughout this challenge, have students create a mock social media campaign. In this stage, have students determine which social media platform would be most appropriate for their target market if they were to post content.

At the end of this stage, students will reflect on the research they did to learn more about social media marketing. Encourage them to consider which platform(s) will be most effective for reaching their target market. Educators may choose to create a classroom account on a few different platforms to allow students to submit their content for publishing based on their research.

Before moving on, students should consider if there are any other resources or techniques that would be helpful to explore. Once they are finished, students will continue to the Ideate stage where they will brainstorm different social media strategies.

Ideate

In this stage, students will take what they learned in the Explore stage and brainstorm and experiment with different ideas for social media strategies that they could use to promote their Glowforge product or e-commerce storefront. This stage allows students to explore as many ideas as possible without judgment. Remind students to consider what they want their message

to convey to their target market. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Provide students with question prompts from the Ideate stage of the challenge to help them brainstorm.
2. Encourage students to brainstorm ideas using one or more methods.
 - Allow students to brainstorm individually or in small groups to utilize multiple perspectives.
 - Provide students with examples of [different ideation strategies](#) to help them begin.
3. Inspire students to experiment with different campaign themes, messages, and strategies.
 - Consider using an [affinity diagram](#) to map out ideas by social media platform or audience.

At the end of this stage, students will have generated multiple ideas for promoting their product or storefront on social media and be able to narrow their focus in order to develop a fully planned social media campaign.

Before moving on, students should consider which ideas will most effectively reach their target market and generate leads. Once they are finished, students will continue to the Design stage where they will select a few strategies to include within their social media campaign.

Design

In this stage, students will develop their ideas from the Ideate stage to draft a detailed plan for their social media campaign. Students should focus on a few strategies they would like to include in their campaign that best engages their target market. Encourage students to consider how their campaign will build brand awareness and increase leads and sales. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Provide students with question prompts from the Design stage of the challenge to help them develop their social media campaign plan.
2. Assist students as they develop their plan.
 - Consider using a [social media campaign template](#) to provide students with a structured starting point.
 - Plans should include goals and a timeline as well as potential content drafts, ideas, and sketches.
3. Ask students to create and use [personas](#) to better understand how their campaign plan engages their target market. Personas are fictional characters used to represent different demographics within a business' target audience to provide valuable insights into how customers interact with the brand and what appeals to them.

At the end of this stage, students will have a detailed plan for their social media campaign, including goals and a timeline, as well as potential content drafts, ideas, and sketches.

Before moving on, students should consider if they'd like to revisit their campaign plan further to make changes. Once they are finished, students continue to the Prototype stage where they will select and create one piece of content for their campaign.

Prototype

In this stage, students will use their campaign plan to create social media content. Students will select one piece of content from their plan, design and create it, and then share their content with peers for feedback. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Introduce, review, or model available [content design software options](#), if needed.
2. Provide students with question prompts from the Prototype stage of the challenge to help them create their content.
3. Give students the time and resources needed to create their content.
 - If students are creating video content, they may benefit from recording audio and/or video in a location away from others to reduce background noise.
 - Provide students with any additional supplies or materials they may need for their campaigns.
 - Remind students to keep their target market at the forefront while they consider the [use of color, text, and imagery](#).
 - Remind students to check any links they include in their content to make sure they work.
4. Encourage students to share their content with one another to get initial feedback.
 - Use a peer feedback model, such as a [virtual gallery walk](#), to support students as they provide feedback in pairs, small groups, or as a whole class.

At the end of this stage, students will have a piece of publish-ready content to share on social media.

Before moving on, students should review their content to ensure it aligns to their campaign plan and brand identity. Students may need to re-create their content multiple times or return to earlier stages of the design process before moving on. Once they are finished, students continue to the Evaluate stage where they will publish their content and receive feedback from members of their target market.

Evaluate

In this stage, students will submit their social media content for publication to the classroom social media page(s) and receive initial feedback from a focus group of their target market or their peers. Encourage students to reflect on their process and consider alignment to their campaign plan and original brand messaging. Prepare students with a time limit for collecting feedback and any available data to keep students on track. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Provide students with the opportunity to gather feedback from members of their target market or their peers.
 - Think about how student content can be shared privately on social media to a focus group of trusted individuals. Content could also be presented in-person to a trusted group of their target market or peers for feedback.
 - Utilize the personas that students developed in the design stage to allow trusted adults or peers to take on the role of the student's target market, if needed.
 - Consider organizing a focus group of teachers and other trusted adults if students sharing content on social media is a concern.
 - [Feedback](#) may be received through surveys, polls, focus groups, interviews, or online communities.
2. Provide students with question prompts from the Evaluate stage of the challenge to help them evaluate their campaign content and overall plan based on user feedback.
 - If students have not generated any sales, help them evaluate metrics like impressions, likes, comments, and shares to better understand how their campaign impacts potential sales.

At the end of this stage, students will be able to reflect on the strengths and areas for improvement of their social media campaign. Students should determine whether revisions are needed and return to the appropriate stage in the design process to adjust their content and plan. Consider assessing student work using one of the Assessment Suggestions or extending the challenge using provided Extension Activities.

Supplemental Supports

- No product or storefront to promote? Students can use an existing Glowforge product of their own or develop a new one in the [Marketing Magic challenge](#). Use the [Sold! Build e-Commerce Success challenge](#) to develop an e-commerce storefront.
- Have student privacy concerns using real social media platforms due on student age and/or parental consent? Students can create mock social media content using available software programs and share within the classroom or school.
- For students who struggle coming up with campaign ideas or brand messaging, provide them with resources that include [examples of the types of campaigns](#) that could be used in different social media platforms. Check out [Qualifio's interactive idea generator](#) to help students think of ways they could create engaging campaigns.

Assessment Suggestions

Overall Learning Reflection

Learning reflections allow students to reflect on their learning experiences, identify key concepts, and explain how they have grown throughout the social media campaign process. Ask students to write or record a video about what they learned throughout the challenge and how

their learning will impact future social media and digital marketing efforts. Students can incorporate feedback elements from the Evaluate stage to describe their strengths and areas for improvement.

Self-Assessment

Self-assessments allow students to reflect on their learning through portfolios, presentations, or learning journals that involve evaluating their own progress, reviewing feedback from the community, and identifying areas for improvement. Consider providing criteria to students prior to beginning the challenge that can be used by the student to reflect on their progress throughout the challenge. The criteria may include:

- Creativity and Innovation: How did the design elements I used convey my brand message and entice customers to navigate to my storefront or product?
- User Engagement: How did the content types and strategies I used engage customers in a new way?
- Brand Alignment: How well did my social media campaign align with my overall brand?

Educator or Peer Assessment

Educator or peer assessments allow educators or students to review the quality and effectiveness of the finished print. The assessment can be based on specific criteria, such as design, engagement, and adaptability, or use a more open approach like a gallery walk or artist showcase. Some criteria to consider may include:

- Design: Did the content design incorporate color, fonts, and imagery in a way that conveyed the message of the campaign?
- Engagement: Were customers able to engage with the product, storefront, or brand itself to generate leads?
- Adaptability: Was the feedback from peers and the sample target market utilized to adjust and adapt the design of content and the overall campaign plan?

Extension Activities

Design challenges often inspire students to think about what's next. For some, this could mean connecting with people within the social media marketing industry or applying their skills in new ways. Here are a few ideas for how you can help students extend this challenge:

- Ask students to research and develop an influencer marketing strategy for their product or e-commerce storefront. This may involve identifying relevant influencers to partner with that are recognizable to their target market and align with their brand identity. Students will need to determine the best type of content to create and measure the success of the influencer campaign.
- Encourage students to create content for their full social media campaign. Students will then publish content according to their campaign plan. Students should evaluate and measure the success of their campaign throughout and adjust to customer feedback. They should also identify ways to respond to negative feedback or product issues to prepare them for unexpected situations.

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- Challenge students to create a social media campaign for a nonprofit organization. Students will promote their cause, encourage donations, and/or increase volunteer rates.
 - Ask students to conduct a [social media audit](#) for a local business. Students will analyze the business' social media presence and make recommendations for improvement.

If your students enjoyed this challenge, they might also enjoy [Build-a-Brand Logo Design](#), a design challenge that allows students to design a logo that communicates the unique value of a business' products or services.

Ready to take the Entrepreneurship series to the next level? Try the Capstone Challenge [Pitch It!](#), where students devise a business pitch for a unique design or product and present it to a panel of potential investors.