

**Ontario Skills Passport  
(OSP) Resource for**  
Grade 10 Career Studies  
Grade 10 Discovering the Workplace  
Grade 11 Marketing: Goods, Services, Events  
Job Connect Agencies

Essential Skills are used in virtually all occupations and throughout daily life.

**Essential Skills demonstrated in these activities:**

- ✓ Reading
- ✓ Use of documents
- ✓ Writing
- ✓ Numerical estimation
- ✓ Money math
- ✓ Scheduling or budgeting and accounting
- ✓ Oral communication
- ✓ Decision making
- ✓ Problem solving
- ✓ Job task planning
- ✓ Finding information

**OSP Work Habits demonstrated in these activities:**

- ✓ Teamwork
- ✓ Reliability
- ✓ Initiative
- ✓ Entrepreneurship



<http://skills.edu.gov.on.ca>

**Writers**

Roni Riberdy, Passport To Prosperity Coordinator, South Western Ontario Industry Education Council

Peg Rooney, Teacher Consultant, Greater Essex County District School Board

***"Concerts Inc." Resource***

Students use their Essential Skills and work habits to plan an end-of-the-year concert.

**Background**

A committee of educators, employers, students from the Business Faculty, University of Windsor and a representative from Community Futures Development Corporation, used the Ontario Skills Passport (OSP) as a base to design an interactive simulation for secondary school students. The materials were developed by the committee during the school year 2004-05. The prototype was tested with teachers, employers and post-secondary students in a small group setting. The product was analyzed and refined and field-tested in three classrooms.

***Ontario Curriculum Connections***

**GLC 20 Career Studies**

*Personal Management*

- identify the essential skills they have developed through school, extracurricular, and/or community experiences and explain how these skills relate to career development
- demonstrate effective use of communication skills in a variety of situations in school, at home and in the community

**GLD 20 Discovering the Workplace**

*Essential Skills for Working and Learning*

- identify and describe the workplace essential skills, using a variety of electronic, print and human resources
- identify the numeracy strategies required for calculation and estimation and use them effectively to manage money, to work with schedules and budgets, to analyse data and to measure and make numerical calculations using real workplace materials in school, in the community, or in real or simulated workplace settings

**BMI 3C Marketing: Goods, Services, Events**

*The Marketing Plan*

- describe the steps and stages in the creation of a marketing plan for a good, service or event
- explain how essential skills and employability skills are acquired through the preparation and implementation of a marketing plan

**This series of activities will ...**

- create an awareness of the Essential Skills and work habits required for success;
- build connections between schools, community and the workplace;
- allow students/participants to experience occupation-specific workplace tasks; and
- provide opportunities to practice and develop Essential Skills and work habits.

## Lesson 1

1. Introduce the Essential Skills.

**Tip:** *Introductory activities, such as the “Essential Skills Walkabout”, are available on the OSP web site. Go to <http://skills.edu.gov.on.ca>. Click on “Links” at the top of the page and you will find activities in the “OSP Resources” section.*

2. Ask students for examples of how they demonstrate their Essential Skills at home, in school, in the community or in the workplace.
3. Hand out a copy of the *Essential Skills Self Evaluation* to each student.

**Note:** Students will need this worksheet next class. You may choose to collect the worksheets and redistribute them next class.

4. Organize students in working groups of 3 to 5 students. Make certain each group is equitable and contains a member who has basic math skills and leadership qualities. Each group will have a recorder, chairperson and a time keeper.
5. Explain that in the next class students will be involved in planning a concert to celebrate the end of the school year. A facilitator(s) will be coming to assist in completing the activity. **Each student needs to bring a calculator for the next class.**

*These pre-activity preparations will assist greatly in making certain that there is enough time to complete the activities in Lesson 2.*

## Lesson 2

1. Students have completed copies of their “Essential Skills Self Evaluation” and are seated in working groups established in previous class. Review roles of recorder, chairperson and timekeeper.
2. Introduce facilitator(s) and give a brief overview of the activities to be completed.
3. While the facilitator(s) leads the activity, teacher observes demonstration of Essential Skills and work habits by group members.
4. Teacher collects worksheets from each group at the end of the lesson.

### Assessment Tool

- *Concerts. Inc. Checklist (formative)*

## Lesson 3

1. Hand back worksheets to each group along with teacher feedback.
2. Provide an opportunity for groups to review feedback and prepare for presentation.
3. Each group presents their plan.
4. Distribute *Student and Facilitator Feedback Forms*.

### Assessment Tool

- *Concert Inc. Presentation Rubric (summative)*

### Suggested Follow-up Activities

- interview preparation, cover letters and building skills-based résumés
- visit the OSP “Links” section to find other Essential Skills-related activities



<http://skills.edu.gov.on.ca>

### Preparation & Planning

1. Teacher works with the local business community and/or post-secondary business students to find facilitator(s) for the “*Concerts Inc. Simulation Activity*” in Lessons 2 and 3.
2. Give facilitator(s) a copy of “Facilitator Instruction Sheet”, the “Essential Skills Self Evaluation” as well as the “Concert Inc” handouts.
3. Confirm dates and times at least one week prior to lessons.

### Materials Required

#### Lesson 1

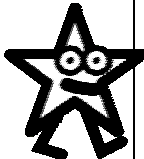
- overhead “**Essential Skills – Definitions and Sample Tasks**”
- copies of the “**Essential Skills Self Evaluation**” for each student

#### Lesson 2

- overhead “**Essential Skills – Definitions and Sample Tasks**” (from previous class)
- copies of completed “**Essential Skills Self Evaluation**” (from previous lesson)
- a calculator for each student
- copies of “**Concert Inc. Instruction Sheet**” for each group
- overhead – “**Concerts Inc. Activity Instructions**”
- copies of “**Concerts Inc. Checklist**” for each group (*formative assessment tool*)

#### Lesson 3

- copies of “**Concert Inc. Presentation Rubric**” (*summative assessment tool*)
- copies of “**Student and Facilitator Feedback Forms**”



## What are Essential Skills?

(Source: Human Resources and Skills Development Canada – Essential Skills - [http://srv600.hrdc-drhc.gc.ca/esrp/english/general/home\\_e.shtml](http://srv600.hrdc-drhc.gc.ca/esrp/english/general/home_e.shtml))

**Essential Skills are used in virtually all occupations and throughout daily life.**

Essential Skills are **enabling skills** that:

- help people perform the tasks required by their occupation and other activities of daily life;
- provide people with a foundation to learn other skills; and
- enhance people's ability to adapt to workplace change.

Essential Skills **are not** technical skills but rather the skills people use to carry out a wide variety of everyday life and occupational tasks.

For example, writing skills are required in a broad range of occupations. The complexity and frequency of writing varies, of course. Some workers fill out simple forms every day, while others write daily or monthly reports.

Workers **must** have Essential Skills in order to do their work.

For example, repair persons may have to read and understand written work orders before they can do the repairs.

Workers who have Essential Skills at the levels required for their desired occupations will have **enhanced employability**. However, other factors such as honesty, persistence and a positive attitude to change also enhance employability.

## Essential Skills - Definitions and Sample Tasks

(Source: Ontario Skills Passport – <http://skills.edu.gov.on.ca>)

### Reading

The comprehension of text consisting of sentences and paragraphs.

**Carpenters (NOC 7271)** read Workplace Hazardous Materials Information (WHMIS) materials and Material Safety Data Sheets (MSDS) to understand the hazards of chemicals such as glues, adhesives and solvents.

### Writing

The preparation of written materials for a variety of purposes.

**Elementary and Secondary School Teacher Assistants (NOC 6472)** have to track their students' development and learning by filling in a log or report to provide information about activities, students' behaviour and accomplishments.

### Use of Documents

The use of labels, lists, signs, graphs, charts, tables, forms, and other similar materials.

**Aircraft Assemblers and Aircraft Assembly Inspectors (NOC 9481)** must be able to read and interpret graphs that show the cost of production and the number of rejects per employee.

### Use of Computers

The use of any type of computerized technology.

**Receptionists and Switchboard Operators (NOC 1414)** use word processing to create memos; databases to locate client information; and use communications software to compose and respond to emails.

### Money Math

The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments.

**Tour Operators (NOC 0621)** prepare invoices, including calculation of discounts and taxes.

### Scheduling or Budgeting and Accounting

Planning for the best use of time and money, as well as monitoring of the use of time and money.

**Shippers and Receivers (NOC 1471)** calculate the costs of shipping by various carriers to decide who offers the best value, considering such factors as price and delivery time.

## Measurement and Calculation

The measurement and calculation of quantities, areas, volumes, and/or distances.

**Paramedics (NOC 3234)** calculate the time taken to perform a given task, such as the time spent travelling to a site and gaining access to the patient.

## Data Analysis

The collection and analysis of data in numerical form.

**Farm Equipment Mechanics (NOC 7312)** analyse measurements of pressure, flow, and power related to adjustments to hydraulic pump.

## Numerical Estimation

The production of estimates in numerical terms.

**Nursery and Greenhouse Workers (NOC 8432)** estimate the amount of fertilizer required for lawns of various dimensions.

## Oral Communication

The use of speech for a variety of purposes.

**Retail Sales Associates (NOC 6421)** must greet and interact with customers in order to ensure the best customer service; communicate with supervisors and peers in regards to sales targets and any customer service issues; and persuading customers to make a purchase.

## Job Task Planning and Organizing

The planning and organization of one's own work.

**Cooks (NOC 6242)** have to use job task planning and organization skills on a day-to-day basis. It is very important for cooks to plan tasks and to review work priorities and deadlines on an hourly, daily and weekly basis in order to ensure a smooth workflow and maximum efficiency.

## Decision Making

The making of any type of decision, using appropriate information.

**Delivery Drivers (NOC 7414)** decide which routes and streets to take, based on traffic, the number and location of deliveries and familiarity with the route.

## **Problem Solving**

The identification and solving of problems.

**Airline Sales and Service Agents (NOC 6433)** resolve scheduling problems for passengers.

## **Finding Information**

The use of a variety of sources, including written text, people, computerized databases, and information systems.

**Residential Home Builders and Renovators (NOC 0712)** research advertising methods and media in preparing and implementing advertising strategies.










## Essential Skills and Work Habits Self Evaluation

Name: \_\_\_\_\_ Date: \_\_\_\_\_






1. Read the *definition* of each Essential Skill and work habit. Think about how you demonstrate your skills and work habits at home, in school, extracurricular activities and in volunteer or employment experiences.
2. Rate your personal level as **High, Medium, or Low.**
3. Total the number of high, medium and low ratings and put the numbers in the boxes on page 2 and page 3.

*Remember:* No one is good at everything! Honest evaluation will help you focus on areas for improvement.

Essential Skills are used in virtually all occupations and throughout daily life.

Essential Skill		My rating	Definition of Essential Skill
Reading		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The comprehension of text consisting of sentences and paragraphs.
Writing		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The preparation of written materials for a variety of purposes.
Use of documents		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The use of labels, lists, signs, graphs, charts, tables, forms, and other similar materials.
Use of computers		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The use of any type of computerized technology.
Money math		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments.
Scheduling or budgeting and accounting		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Planning for the best use of time and money, as well as monitoring of the use of time and money.
Measurement and calculation		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The measurement and calculation of quantities, areas, volumes, and/or distances.
Data analysis		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The collection and analysis of data in numerical form.
Numerical estimation		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The production of estimates in numerical terms.

## Essential Skills and Work Habits Self Evaluation – Page 2

Oral communication		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The use of speech for a variety of purposes.
Job task planning		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The planning and organization of one's own work.
Decision making		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The making of any type of decision, using appropriate information.
Problem solving		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The identification and solving of problems.
Finding information		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	The use of a variety of sources, including written text, people, computerized databases, and information systems.

### TOTAL – Essential Skills



High

Medium





Low

**Did you know ... you can visit the Ontario Skills Passport web site at <http://skills.edu.gov.on.ca> to find out how people use their Essential Skills at work?**

The Ontario Skills Passport includes a section on work habits, since it is important for everyone in the work force to have good work habits as well as the appropriate skills.

Work Habit		My rating	Description of Work Habit
Working Safely		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<ul style="list-style-type: none"> <li>Working in a manner that prevents injury to self and others</li> <li>Reporting unsafe conditions</li> <li>Participating in health and safety training, as required</li> <li>Using and wearing all required protective equipment and devices</li> </ul>
Teamwork		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<ul style="list-style-type: none"> <li>Working willingly with others</li> <li>Showing respect for the ideas and opinions of others</li> <li>Taking responsibility for his or her share of the work</li> <li>Contributing to the team effort by sharing information, resources, and expertise</li> </ul>

## Essential Skills and Work Habits Self Evaluation – Page 3

Reliability		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<ul style="list-style-type: none"> <li>• Being punctual</li> <li>• Following directions</li> <li>• Giving attention to detail</li> <li>• Using time effectively and producing work on time</li> <li>• Acting in accordance with health and safety practices</li> </ul>
Initiative		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<ul style="list-style-type: none"> <li>• Beginning and completing tasks with little prompting</li> <li>• Approaching new tasks with confidence and a positive attitude</li> <li>• Seeking assistance when necessary</li> </ul>
Customer Service		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<ul style="list-style-type: none"> <li>• Listening effectively to determine and meet clients' needs</li> <li>• Interacting positively with both co-workers and clients/customers</li> <li>• Endeavouring to meet and exceed expectations</li> <li>• Creating a positive impression of the company or organization</li> </ul>
Entrepreneurship		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<ul style="list-style-type: none"> <li>• Recognizing and acting on opportunities</li> <li>• Showing a high degree of motivation and a strong need to achieve</li> <li>• Being innovative and creative</li> <li>• Showing perseverance</li> <li>• Being versatile and willing to take risks</li> <li>• Showing willingness to take the initiative</li> </ul>

### TOTAL – Work Habits

High 
     
 Medium 
     
 Low



# Concerts Inc. Simulation

## Facilitator Instruction Sheet – Page 1

Thank you for taking the time to facilitate this workshop!

<b>Date of Workshop:</b>	<b>Time:</b>
<b>Teacher's Name:</b>	<b>Phone:</b>
<b>Location:</b>	<b>Email:</b>

### Prior to the Workshop

- Contact the teacher by email a week ahead and set up a phone call to discuss the activities as well as any equipment you will need such as overhead projector, etc.
- Re-iterate to the teacher the importance of:
  - Having students seated in designated groups
  - Students have COMPLETED Essential Skills Self Assessment
  - Roles of RECORDER, CHAIRPERSON, TIME KEEPER are assigned
  - Each group is equitable and contains a member who:
    - Has basic math skills
    - Has leadership qualities
  - Every student has a calculator

### Materials to take with you

- Your personally completed “Essential Skills Self Evaluation”
- “Concerts Inc. Activity Instructions” Overhead

### Introduction (2-4 min)

- Team introduction including name, your current “situation” (job/school etc.) and what Essential Skills are most important to your success every day. (2 min)

### Essential Skills Worksheet Discussion (6-8 min)

- Have students take out their completed “Essential Skills Self Evaluation”
- Place “Essential Skills Definitions and Sample Tasks” overhead on projector for reference
- Poll the students on the High, Medium, Low ratings at the bottom of their sheet. How many had between 7 & 9 high? 4 to 6? 1 to 3? etc. Use personal evaluation to emphasize the fact that there will be a wide range of skills levels. Not being “High” in all areas does not mean you will not be successful. (Try to relate a personal low and your coping strategies).
- For each skill, ask for volunteers to give an example

### Summary Statement

- Through experience in a variety of situations your skills will improve. Always continue to try new things. If you take this same evaluation in another year you will see your strengths reflected in higher scores in a lot of areas. Some things may not change but you will develop coping strategies to be successful.

## Facilitator Instruction Sheet – Page 2

### Introduction to Activity (3-5 minutes)

Generate enthusiasm and excitement for planning a concert.

Suggested openings:

- ...where would you begin?
- ...what would you have to do?
- ...what artist would you have?
- ...where would you hold it?
- ...when?

### Distribute Materials (3-5 minutes)

- Distribute “Concerts Inc. Worksheets” to each group
- Using an overhead of the “Concerts Inc. Activity Instructions”, *briefly* lead the students through the instructions and requirements
- Give general instructions:
  - Complete work in pencil
  - Ask facilitators for advice if you get stuck
  - Your teacher will be observing your Essential Skills and work habits in action and will be debriefing you and your group in the next class
- Give them a time limit and get them started

### Activity Period (20-25 minutes)

- Have them complete the exercise as outlined.
- Move about the room to assist and facilitate questions with the teacher

### Wrap Up (remaining time)

**Interject personal, relevant experiences of demonstration of Essential Skills as students give feedback**

- After defining, have groups share their experiences
  - Determine what marketing techniques were used?
    - Why?
    - Can you think of a different or better marketing strategy?
  - What did you do for merchandising?
    - Why?
    - What would you do if you run out of product?
    - What would you do if you ordered too much and it didn't sell?

Which Essential Skills did you use to complete this activity?

- What does “essential” mean? (ask students to define)
  - absolutely necessary
  - basic and fundamental
  - all-important
  - absolutely required

The teacher will collect all the worksheets from each group and provide feedback. Groups will present their ideas next class.

After this experience, do you think any of your ratings on the Essential Skills Self Evaluation may have been inaccurate? You may try re-evaluating yourself.

Thank class and teacher.

# Concerts Inc. Activity Overview

## Background Information

- ★ Important Facts
- ★ Contract
- ★ Rider

## Marketing

- ★ How to promote the event
- ★ Who to promote to

## Merchandising

- ★ What kind of merchandise

## Budgeting

- ★ Revenues
- ★ Expenses

- ★ **Recorder** – write down everything – hand in team's final copy
- ★ **Chairperson** - lead the discussion make sure everyone participates
- ★ **Time Keeper** - keep track of time

## Sharing Results

- ★ *You will need to hand in 1 copy of the worksheets per group at the end of the period.*
-

Congratulations! **Concerts Inc.**, a Detroit-based concert promotion company has just hired your team to organize a teen concert, featuring punk-pop band, **Green Day** to celebrate the end of the school year.

Your manager wants you to use your knowledge of the **Essential Skills and work habits** to plan the concert. To plan the event in the best way possible, you need to make sure you are covering all of your bases.

**Plan the concert by completing the attached worksheets. You have 25 minutes to complete the activity.**

---

Make sure you read the **Background Information** (page 2) – here is where you will get the specifics of the artist, the venue, and ticket information – and where you’ll get the low-down on what to fill in on the **contract** (page 3) and **rider** (page 4).

Then your team needs make decisions on the following:

- ★ **Marketing** (page 5) – How will you promote the event to teens in your area?
- ★ **Merchandising** (page 6) – What kind of merchandise will you sell at the concert?

You will also need to calculate your expenses and revenues on the final **budgeting worksheet** (page 7).

At the end of the activity, you will have the opportunity to present your experiences and ideas to the class.

---

### Reminders:

- ★ We are not looking for “right” answers here – just be aware of the Essential Skills and work habits you are using – and remember to have fun!
- ★ Use your creativity and teamwork skills – planning a Green Day concert is a big event!
- ★ **You will need to hand in 1 copy of the worksheets per group at the end of the period.**

---

**Before you begin... Each team needs to make sure of the following:**

**Assign the following roles** (fill in the blanks with the team member’s name):

- **Recorder** \_\_\_\_\_ (the person who writes everything down and hands in the team’s final copy)
- **Chairperson** \_\_\_\_\_ (you lead the discussion and keep things running smoothly, ensuring everyone has an opportunity to participate)
- **Time Keeper** \_\_\_\_\_ (you keep track of time spent and make sure the team stays on task so you can get done on time – remember you have 25 minutes to complete!)
- **Everyone else is a team member** – you guys are the ones who need to help generate the ideas and get discussions going (Remember **all** team members should contribute to the group).

Marketing Options chosen: \_\_\_\_\_

Merchandising Options chosen: \_\_\_\_\_

Essential Skills and work habits demonstrated:

---

---

---

## Background Information

### Artist Information

- Artist Name: Green Day
- Artist Fee: \$350,000
- Support/Other Artists: None
- Additional Provisions: None

- Rider Stipulations (Cost: \$1,000):

**TIP:** A Rider shows the additional requirements as asked by the artist

- a) Fresh, ripe, organic and in-season fruit assortment to include bananas
- b) Coffee, herbal tea and condiments (regular and soy milk)
- c) 12 bottles Gatorade (5 on stage)
- d) 14 bottles Diet Pepsi

### Venue Information

- Venue Name: Palace Sports and Entertainment
- Venue Address: 4 Championship Drive, Auburn Hills, MI 48326
- Seating Capacity: 22,076
- Admission Requirement/ Age Restriction: None – this is an all ages show
- Venue Fee: \$250,000 (includes staff and venue)

Date of Show: Saturday, June 25

### Timeline of Show

- Duration: 2 hours
- Start Time: 7:00 p.m.
- Load-In: 10:00 a.m.
- Sound Check: 2:00 p.m.
- Doors Open: 5:00 p.m.

### Ticket Information:

- Number of tickets available: 12,076 (upper level); 10,000 (lower level) = 22,076
- Ticket price: \$55.50
- Tickets to go on sale April 25<sup>th</sup> (2 months before show date)

Fill in the blanks with the information from the Background Information sheet...

Concerts Inc.

555 East Lafayette Avenue, Detroit, MI 48226 ★Phone Number: (313) 555-5555 ★Fax Number: (313) 111-1111

Contract Number: 2007XXVI

AGREEMENT made between **Green Day** (hereinafter referred to as "ARTIST") and **Concerts Inc.** (hereinafter referred to as "PURCHASER")

It is mutually agreed between the parties as follows:

The PURCHASER hereby engages the ARTIST and the ARTIST hereby agrees to provide the entertainment presentation hereinafter described, upon all the terms herein set forth.

1) The PURCHASER agrees to furnish the ARTIST with the following elements:

- a) Venue capacity \_\_\_\_\_
- b) Ticket price \$ \_\_\_\_\_
- c) **Expected Proceeds** \_\_\_\_\_ (capacity x ticket price)
- d) Age Restriction \_\_\_\_\_

for presentation thereof by PURCHASER:

- e) at \_\_\_\_\_ (Venue Name)
- f) on \_\_\_\_\_ (Date)
- g) for \_\_\_\_\_ (Length of Show)
- h) to commence at \_\_\_\_\_ (Set time)
- i) with load-in at \_\_\_\_\_ (Load in time)
- j) and sound check at \_\_\_\_\_ (Sound check time)
- k) with doors to open at \_\_\_\_\_ (Doors time)

2) **ARTIST FEE** \$ \_\_\_\_\_

3) **MERCHANDISE RATE:** 20% (percent of merchandise profit to ARTIST)

4) Two copies of this agreement signed by the PURCHASER must be received by the ARTIST's agent no later than **May 26, 2007**. If said document is not received by this date, said agent shall have the right to cancel this engagement by notices to the PURCHASER.

5) Schedules "A" and/or "B", if attached hereto, are hereby made integral parts of this contract.

ACCEPTED AND AGREED:

ACCEPTED AND AGREED:

*Concerts Inc*

*Green Day*

Purchaser

Artist

Fill in the blanks with the information from the Background Information sheet...

1) The following MUST be provided to (ARTISTS), free of charge: (fill in from background information)

a)
b)
c)
d)

The hospitality requirements must be available at the request of (ARTISTS) or their personnel immediately upon their arrival at the specified load-in time. If shower facilities are available, they are to be working, clean, and stocked with towels.

The PURCHASER will furnish a comfortable, secure, and private dressing room. This room should be clean, dry, well-lit, heated or air conditioned, with a full-length mirror to comfortably accommodate fifteen (15) people.

Now it's time to get that creativity flowing!

1. **PICK THREE** of the following marketing options to promote the concert to teens in your area.
2. Tell your manager **how much** of that type of marketing you want to use.
3. Calculate the total cost.
4. Tell us why you chose what you did (use point form).

It is important to keep in mind that you want to make a profit for the event – but you also want to sell out the show!!

How would you promote a Green Day concert?

Type of Marketing	Description	How many do you want? (A)	Cost per unit (B)	Total Cost (A x B)
1. Posters in local high schools	\$300 for 100 full size (16"x20") colour posters		\$3.00	\$
2. Flyers in local high schools	\$500 for 1 000 colour flyers (8"x10")		\$0.50	\$
3. Advertisement in the local newspaper	\$500 for 1 colour ad (4"x3")		\$500.00	\$
4. Radio Commercial on local station	\$1 000 to air ad for 1 day		\$1000.00	\$
5. Billboard on highway	\$1 500 for 1 month		\$1500.00	\$
6. T.V. Commercial on "Much Music"	\$2 500 to air ad for 1 day		\$2500.00	\$
7. Portable Sign Rental	\$150 for 1 week		\$150.00	\$
8. Bus signs (on back of buses)	\$150 for 1 sign for 1 month		\$150.00	\$
9. Advertisement at movie theatre (on-screen before the show)	\$500 per month		\$500.00	\$

**Total Marketing Cost = \$ \_\_\_\_\_**

So why did you pick your choices?

---



---



---



---



---



---



---



---



---



---

Merchandise (t-shirts, hats, CD's, etc) counts for big revenue at a concert.

Use your creativity and teamwork skills to create a merchandising plan.

1. **PICK THREE** of the following marketing options to promote the concert to teens in your area.
2. Tell us **how much** of that type of merchandise you want to buy
3. Calculate the total cost
4. Assume that all of your merchandise sells out – how much revenue have you made? What will be the profit? How much of this profit will be given to Green Day?

Type of Merchandise	Cost to buy (A)	Price to sell (B)	Quantity (C)	Total Cost = (A x C)	**Total Revenue = (B x C)	Gross Profit = (Total Revenue - Total Cost)
1. T-shirts (short sleeve)	\$5.00	\$25.00		\$	\$	\$
2. Hoodies	\$7.00	\$45.00		\$	\$	\$
3. Key chains	\$1.00	\$7.50		\$	\$	\$
4. Programs	\$1.50	\$10.00		\$	\$	\$
5. Posters	\$0.50	\$5.00		\$	\$	\$
6. CD's	\$2.75	\$15.00		\$	\$	\$

Gross Merchandising Profit =  
\$ \_\_\_\_\_ A

Merchandising Proceeds payable to ARTIST (as per Merchandise Rate on Contract) =  
(Gross Merchandising Profit x 20%) or A X .20 =  
\$ \_\_\_\_\_ B

Net Merchandising Profit = (Gross Merchandising Profit – Merchandising Proceeds) or A - B =  
\$ \_\_\_\_\_

Why did you pick the choices you did?

---



---



---



---



---



---



---



---



---



---

Complete the following table, gathering the data you need from the background information, marketing plan and merchandising plan. You need to figure out your gross profits for the concert)

\*\*\* (Remember that Profit = Total Proceeds – Total costs)

## Costs of Concert

<i>Item</i>	<i>Cost</i>
Artist Fee	\$ _____
Venue Fee	\$ _____
Rider Cost	\$ _____
Marketing Costs	\$ _____
<b>Total Costs</b>	<b>\$ _____</b>

## Proceeds from Concert

<i>Item</i>	<i>Proceeds</i>
Net Merchandising Profit	\$ _____
Ticket Proceeds*	\$ _____
<b>Total Proceeds</b>	<b>\$ _____</b>

\*Remember to assume that the show was sold out

## Concert Profit


Profit = Total Proceeds – Total Costs

= \$ \_\_\_\_\_ - \$ \_\_\_\_\_

= \_\_\_\_\_


## Concerts Inc. Assignment Checklist

Group Members: \_\_\_\_\_

	Completed? 	Comments
Summary Sheet (Page 2) Completed	<input type="checkbox"/>	
Contract Sheet (Page 3) Completed	<input type="checkbox"/>	
Rider (Page 4) Completed	<input type="checkbox"/>	
Marketing Plan (Page 5) Completed	<input type="checkbox"/>	
Merchandising Plan (Page 6) Completed	<input type="checkbox"/>	
Cost and Revenue Worksheet (Page 7) Completed	<input type="checkbox"/>	

## Concerts Inc. Assignment Checklist

Group Members: \_\_\_\_\_

	Completed? 	Comments
Summary Sheet (Page 2) Completed	<input type="checkbox"/>	
Contract Sheet (Page 3) Completed	<input type="checkbox"/>	
Rider (Page 4) Completed	<input type="checkbox"/>	
Marketing Plan (Page 5) Completed	<input type="checkbox"/>	
Merchandising Plan (Page 6) Completed	<input type="checkbox"/>	
Cost and Revenue Worksheet (Page 7) Completed	<input type="checkbox"/>	

## “Concerts Inc.” Presentation

Group Members: \_\_\_\_\_

Categories/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>				
• understanding of how Essential Skills and work habits are acquired through the completion of the “Concerts Inc.” assignment	-demonstrated limited understanding	-demonstrated some understanding	-demonstrated considerable understanding	-demonstrated a thorough understanding
<b>Thinking</b>				
• use of decision making, job task planning and problem solving skills	-used thinking skills with limited effectiveness	-used thinking skills with some effectiveness	-used thinking skills with considerable effectiveness	-used thinking skills thoroughly and effectively
<b>Communication</b>				
• description of marketing plan, merchandising plan and Essential Skills demonstrated	-rarely communicated ideas and decisions with clarity and precision	-sometimes communicated ideas and decisions with clarity and precision	-usually communicated ideas and decisions with clarity and precision	-consistently communicated ideas and decisions with clarity and precision
<b>Application</b>				
• transfer of knowledge of Essential Skills and work habits to effectively complete assignment	-transferred knowledge with limited effectiveness	-transferred knowledge with some effectiveness	-transferred knowledge with considerable effectiveness	-transferred knowledge with a high degree of effectiveness

*Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activities.*



# Concerts Inc. Simulation



## Facilitator Feedback

What do you think was the most valuable aspect of this project for students?

What was the most valuable aspect of the day for you?

What would you change in future workshops?

Please provide contact information of someone who might be a facilitator in future sessions.

Do you see a link between the Essential Skills and work habits we are teaching students and the realities of your workplace? Please explain.

---

---

---

Your name: \_\_\_\_\_

Company/Business: \_\_\_\_\_