**Lesson 8: Marketing Energy 101 & Shark Tank—Sink or Swim**

**Problem Statement:** The problem is the PUD needs to invest money into alternative energy sources and needs suggestions for the future. This lesson ties into the problem because students must understand what options are going to be available in future years.

**Learning objectives:**

SWBAT: Understand the basic fundamentals used to market a new energy production method or power saving device to potential investors. Students will also be able to compare a successful marketing pitch with an unsuccessful one, and identify what determines success and failure.

**Materials:**

Handout: Marketing Energy 101 w/ Shark Tank: Sink or Swim?

Videos:

**Worst Shark Tank Pitch**

<https://www.youtube.com/watch?v=D26LCfL_gKw> “Sullivan Generator” first 6:05

Highlight that he doesn’t clearly explain, uses large vocabulary words w/o explaining them, overstates the capabilities (gold especially) w/o giving details, isn’t convincing enough, and does not have a model--just an OK drawing.

**Quality Pitch**

# <https://www.youtube.com/watch?v=g8qNekGo-7I> “HyConn on Shark Tank - Short Version” 6:26 long

Highlight that he comes in with a working model, many facts on his market, how to make $ with this product, and sticks to the message. He doesn’t show the versatility of his product soon enough, so that loses the first shark.

**Quality Pitcher**

# <https://www.youtube.com/watch?v=ZxCMg98Z6bQ> Bubba Baker boneless ribs “Shark Tank ► DJ's Best Investment ● De Boned Baby Back Rib Steak Update” 15:36 long, but show just from start to 10:00

Highlight his confidence, clarity of voice, personality, and as one shark says, “heartfelt enthusiasm.”

**Procedure:**

Put Marketing Energy 101 on overhead, read, and explain

Give Sink or Swim worksheet to students, and read directions

Put Worst Shark Tank Video on overhead, discuss

Next, put Best Shark Tank Video on overhead, discuss

Discuss what made pitch one a failure and pitch two a success

Differentiate skills from knowledge and contrast two successful pitches

**Time Required: 45 Minutes**

**Assessment**: As students leave, have them fill out and turn in their Shark Tank WS. The most important section to view would be the take home messages they list at the bottom.

**Accommodations**: Students may be allowed to finish up the video and responses as HW if they couldn’t keep up, or ask them to watch the videos once before class with the questions in hand so they can prepare to answer with the class.

**Extensions**: Students could provide examples of marketing messages they see on TV and identify the tools they are using to sell the product, service or experience. Relate this back to the PUD and their energy pitch. How will they convince the PUD that their idea rocks?