



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 11.9: Marketing Your Product



INTRODUCTION

Annotation:

In this unit, students will identify important aspects to consider when designing a marketing plan for a product or business. Students will perform an array of tasks to aid in developing a promotion piece. Students will plan and develop their own marketing piece.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: Approximately 2 or 3 – 90 minute class periods or 5 Or 6 50-minute class periods.

Author: Meghan Cline and Dr. Frank Flanders, based on Entrepreneurship lesson plan from the National FFA Organization

Additional Author(s): Stacey Orr

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize process, transmit, and communicate information.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

GPS Academic Standards:

MM4P1. Students will solve problems (using appropriate technology).

MM2D2. Students will determine an algebraic model to quantify the association between two quantitative variables.

MM4P4. Students will make connections among mathematical ideas and to other disciplines.

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

SSEM13 The student will explain how markets, prices and competition influence economic behavior.

SCSh3 Students will identify and investigate problems scientifically.

National / Local Standards / Industry / ISTE:

NL-ENG.K-12.7 Evaluating Data

NSS-EC.9-12.7 Markets and Market Prices



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the importance of differentiating product advertisement from those of competitors.

- Students will understand the importance of advertising, promoting, and marketing to an entrepreneurial business.

Essential Questions:

- Why is it important to identify and research target audience(s) when developing an advertisement?
- Why is it important for a marketing piece to be visually appealing?

Knowledge from this Unit:

- Students will identify and explain aspects to consider when developing a promotion piece.
- Students will memorize a formula of aspects to consider when developing a promotion piece.
- Students will identify and explain the five components of a print advertisement.
- Students will compare and contrast print ads to identify the effects of each.

Skills from this Unit:

- Students will produce a print ad for a business.



ASSESSMENT(S)

Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion

- _____ Student/teacher conferences
- _____ Partner and small group discussions
- _____ Whole group discussions
- _____ Interaction with/feedback from community members/speakers and business partners
- _____ Constructed Responses
- _____ Chart good reading/writing/listening/speaking habits
- _____ Application of skills to real-life situations/scenarios
- _____ Post-test

Assessment(s) Title:

Marketing, Promotion, and Advertising Quiz

Assessment(s) Description/Directions:

Students will take a short quiz to demonstrate their understanding of concepts presented in this lesson.

Attachments for Assessment(s):

[Marketing, Promotion, and Advertising Quiz with KEY](#)



LEARNING EXPERIENCES

Sequence of Instruction

1. Interest Approach

Before class, collect several brochures, fliers, other types of print advertisements to bring in. Select an ad that is unorganized has poor grammar, and poor photos. Select another ad that is visually appealing, error-free, and effectively communicates the message. Select other ads that fall somewhere in between. Make copies of each ad, or make them into a transparency. Have students analyze the ads, and generate discussion based on their thoughts.

Say to the students, "We see all sorts of advertisements everyday and everywhere – at the grocery store, in our mailbox, even at school. Advertisements come in different forms – brochures, fliers, and many others. What do we typically do with these ads?" Solicit responses.

*"Correct! Many times, we throw them away unless they catch our eye. Let's take a look at some print advertisements and see what we like or dislike about them. When we consider what we are doing when creating an advertisement, we know that we are utilizing a form of communication, an important aspect of career success. An **advertisement** is a unique form of communication that seeks to convince potential consumers to start buying or buy more of a product or service."*

Write the definition of advertisement and the following questions on the board.

- What is appealing about this advertisement?
- How could this advertisement be improved?

"When I say, 'Split up,' divide into groups of two or three. Consider these questions about each ad. Choose a recorder; this person will write down your group thoughts on paper. You have five minutes. Are there any questions? 'Split up!'"

Walk around the room and assist students. Facilitate a brief discussion where groups share their responses.

“It is clear what we like and dislike about each of these print advertisements. In a previous lesson we discussed target markets. Who will tell us what a target market is?” Solicit responses.

“Right! Why is knowing the target market important when developing a print advertisement?” Solicit responses.

“What do you think the target markets were for each of the ads?” Solicit responses.

“Great responses! In order to be a successful entrepreneur, you must know how to communicate and promote your product or service. Today, we are going to create a promotion piece for a product. Keep in mind the excellent points that you brought up when examining these ads. You know what people want to see and what people do not want to see. You understand what is visually appealing and what is not.”

2. Developing a Promotion Piece

Hand out copies of Developing the Promotion Piece Handout to students.

“There are many things to consider when developing a marketing piece. Today, we will be creating a draft of a print advertisement for a selected product. We will need to consider the elements of developing a promotion piece, and include the print advertisement components in your handout. This handout is your guide for today. Let’s look over the handout together.”

Discuss the first objective on handout with a fun equation activity. The Einstein equation activity challenges students to create a mathematical formula for the content. The formula is not required to be mathematically true, but it should possess some sort of logic created by the student or teacher that aids in memory and recall of a concept. Lead students in developing an equation they can refer back to. As the equation is developed, write the pieces on the board and have students write it on the handout. The first objective is listed below.

Objective 1

- Developing the **promotion piece**
- Costs allocated for **advertising** and promotions
- Identifying **advertising and promotional pieces** to be used (brochures, fliers, etc.)
- List of media to be used (television, newspaper, magazine, mailer)
- Estimated cost of medium to be used

Say, “To be sure we understand these components, let’s put them into an equation. You know the equation $E = MC^2$, right? Who came up with that famous equation?”

Elicit responses.

“Exactly! Albert Einstein. Much like Einstein, we can create an equation that represents important information. For example, we can take the information from Objective 1 and represent it as a mathematical equation. As we develop this equation, let’s write it on the handout near the content for Objective 1.”

“What’s the overlying theme for Objective 1?”

Elicit response.

“Right, developing the promotion piece. That is our intended outcome, so the promotion piece would be on one side of the equation and we might represent that by P^2 . Copy this down on your handout. So, our equation so far is $P^2 =$ ”

“What’s the first part of the equation on the right side of the equal sign? Yes, costs allocated, which could be represented by a $\$(a)$ meaning dollars available. So, our equation is $P^2 = \$(a)$. Let’s write this down on the handout.”

“The next component we throw into the mix is identifying potential promotion pieces like brochures, flyers, etc. What could we add to the right side of the equation to represent this?”

Allow time for feedback.

“Great ideas! Another idea is to represent brochures and flyers with symbols from the periodic table. For example, brochures might be represented with Br (the chemical symbol for bromine) and flyers might be represented by the letter F (the elemental symbol for fluorine). This reminds us of a couple of possibilities for print media products. Let’s capture this in our equation on the handout. At this point our equation should look like this: $P^2 = \$(a) + BrF +$ ”

“What’s next? Yes, a list of media where we might circulate our advertisement. We might simply represent newspapers, magazines and mailers with the word “Ink.” When we add that to the equation, we get: $P^2 = \$(a) + BrF + Ink$ ”

“Then we need to throw in estimated costs, so we might create our example from the allocated costs symbol and represent estimated costs similarly, like this: $\$(e)$. Adding this component to the equation, we get: $P^2 = \$(a) + BrF + Ink + \(e) ”

“Finally, we come to our last component, which is?”

Elicit responses.

“Right, the target market, who we are going to reach. Let’s simply represent this by adding a picture of a target to the end of the equation. Our finished equation should look like this on our handout:”

$$P^2 = \$(a) + BrF + Ink + \$(e) + \textcircled{t}$$

“So, to recap, as we move to creating our draft promotion piece, we can quickly refer back to this equation and remember that we need to consider the dollars allocated, potential promotion pieces like brochures and fliers, the medium we are going to use (newspapers, magazines or mailers), the estimated costs of that medium and finally our target market. What questions are there?”

3. Creating Marketing/Promotion Pieces

Students will be creating a marketing/promotion piece for a product of their choice. Have students split into groups of two or three. This activity corresponds to objective 2 of the handout (listed below).

Objective 2

- Print **advertisement** components
 - Headline (or title)
 - Deck (or subhead/subtitle)
 - Copy (or text)
 - Graphics (photos or drawings)

- Logo

“Our task for the remainder of this lesson is to create a draft of a marketing piece. We want to grab people’s attention. Think back to what you liked and what you disliked about those ads and brochures we looked at earlier. There are a number of different products and services for which we could create advertisements. Choose one of your favorite products to create a marketing piece for.”

Ask students for examples of products that they could create a marketing piece for.

“When I say ‘Promote’, you are going to create a marketing/promotion piece draft within your groups. Remember, the handout is your guide for this task. Objective 2 details what components should be included in your product. Keep in mind what target audience you are trying to reach. You are free to use any software on these computers that will allow you to complete a quality product. After your group has completed a brochure or flier draft, we will print and share them with the rest of the class. Are there any questions? Promote!”

Allow students time to complete draft. Circulate through room to assist and guide students through this task. Check in with each group as necessary. As students complete and print off, display products in an area where all students will be able to see. After all groups are finished, perform a gallery walk where students can see other groups’ work. This activity might take more than one class period to complete.

“Awesome job! Let’s take a look at what the other groups have produced. Make mental notes about how each group followed the guidelines presented in the handout.”

Attachments for Learning Experiences:

Developing the Promotion Piece Handout

Notes & Reflections:

When creating the draft for a marketing piece, make arrangements for students to use computers so they may use software such as Microsoft Word, PowerPoint, or Publisher to create a high-quality draft.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Local Business Marketing Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Teacher will contact a local business or businesses that will allow classes to create a marketing piece to be used highlighting their products or services. Provide students with information about the company and their products and/or services. Students may work in small groups or individually. Allow students to choose one of the business’s products or services to create a marketing piece for, or students may create a marketing piece for a product or service that the company has not produced yet or could produce. If

there are multiple businesses to partner with, assign each group to a different business. After the project is completed, students will present their piece to the class. A rubric will be used to grade the presentation and product.

This may be an assignment that students will have to take home and turn in at a later time in order for students to showcase their creativity and create a high quality marketing piece.

Attachments for Culminating Performance Task:

Local Business Marketing Project Rubric



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

- Several advertisements for students to analyze
- Copies of Developing the Promotion Piece Handout for each student
- Computer lab with Microsoft Word, PowerPoint, Illustrator, or some software that students can create their marketing draft
- Copies of Local Business Marketing Project Rubric for each student

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		