

## Lesson Plan

**Course Title:** Marketing

**Session Title:** Marketing

**Performance Objective:**

Students consider the marketing of cell phones to teenagers as a springboard to designing products and related marketing strategies aimed at specific segments of the teen market.

**Specific Objectives:**

1. Explain what appeals to them about advertisements aimed at teenagers; consider why companies would want to market to teens.
2. Learn how cell phone manufacturers are changing the designs of their products to appeal to teens.
3. In groups, design new versions of technological products and related marketing strategies aimed at teens; create both a design and marketing presentation poster.
4. Create advertisements for their group products, targeting specific segments of the teen market; present marketing plans, design posters and advertisements to the class.

### Preparation

**TEKS Correlations:**

**Manufacturing Systems**

**123.43(9)(A)**

... develop a plan for completing a manufacturing technology project...

**Interdisciplinary Correlations:**

**English:**

**110.xx(6)(A) – Vocabulary Development**

...expand vocabulary through...listening and discussing...

**110.xx(6)(B) – Vocabulary Development**

...rely on context to determine meanings of words...

**Teacher Preparation:**

**References:**

None

**Instructional Aids:**

1. Marketing Vocabulary Terms PowerPoint
2. Marketing Strategy (handout and PPT)
3. Marketing Enrichment and Extension PowerPoint

**Materials Needed:**

1. Full-page advertisements from teen magazines aimed at teenagers (one per pair)
2. Student journals
3. Pens/pencils
4. Paper
5. Classroom blackboard
6. Poster board or large pieces of construction paper (two per group)
7. Markers and colored pencils

**Equipment Needed:**

Computer with PowerPoint software  
Infocus Projection

**Learner Preparation:****Vocabulary Terms:**

Colleagues  
Interface  
Functionality  
Potentially  
Unique  
Empowering

**Lesson Plan****Introduction (LSI Quadrant I):**

**WARM-UP/DO-NOW:** Prior to class, arrange desks in pairs, and place a full-page advertisement from a teen magazine on each set of desks. Upon entering class, pairs respond to the following prompt (written on the board prior to class):

"On your desk is an advertisement from a teen magazine.

Answer the following questions:

1. What is the product being advertised?
2. Who do you think this ad is trying to reach, and why?
3. What different words and images are used to make this product attractive to this group?
4. Do you think this ad is effective? Why or why not?"

After a few minutes, allow pairs to share their responses with the entire class, and then discuss the following questions:




1. What is marketing?
2. What are some different ways in which companies market their products?
3. Why do you think marketers want to target teens?

4. What would be some effective ways to market to teens other than print advertising?
5. What are some technological items that seem to be marketed directly to teens?
6. What words and images are used in the ads for these products that make them more attractive to teens?

**Outline**

**Outline (LSI Quadrant II):**

Instructors can use the PowerPoint presentation, slides, handouts, and note pages in conjunction with the following outline.










<b>MI</b>	<b>Outline</b>	<b>Notes to Instructor</b>
	Divide Students into five or six groups. Allow one person from each group to choose a slip of paper or index card with one of the following technological products written on it: car, laptop computer, music player, camera, television, handheld organizer.	Explain to the students that each group will be acting as a design and marketing team for a large company that manufactures this type of product.
	The company has decided it can sharply increase sales if teenagers bought this product. The company has hired each pair as a team that specializes in marketing to teens. Each team will create a design presentation and devise a marketing strategy for their line of products.	Direct students to create two presentation posters -- one for the product design and one for the marketing plan -- responding to the following guidelines (copied onto a handout, transparency or classroom board for easier student access).
	<p><b>Marketing Strategy</b></p> <p>Discuss the answers to the following questions, and then write them neatly on one poster:</p> <p>What will be the best way to market this product to teenagers?</p> <p>What features make this product especially well-suited to teens?</p> <p>For this product, are all teens the same?</p> <p>Do 13-year-olds like the same things as 16-year-olds?</p> <p>How do tastes change for 19-year-olds?</p> <p>Will the product be targeted to girls differently than boys?</p> <p>Do urban teens use the product differently than suburban or rural teens?</p>	

Clearly define the segments of your target audience and specify the design changes you will make to the product that appeals to each subgroup. Specify where you will sell each product variation, and where you will advertise to each market segment.

--What will be the name of the product line? What will be the name of each design variation?

--What is the suggested retail price for each product design? What is the most you think different teen groups will be willing to pay, and how would you convince the buyer that the cost is worth it?

**Copy and paste Multiple Intelligences Graphic in appropriate place in left column.**

								
Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra- personal	Inter- personal	Naturalist	Existentialist

**Application**

**Guided Practice (LSI Quadrant III):**

Design

Sketch the design of your product on the top half of the second poster, and indicate the names and functions of the different working parts of the product. On the bottom half of the design poster, sketch a series of alternate designs or functions aimed at the different segments of your target market, according to your marketing strategy.

**Independent Practice (LSI Quadrant III):**

Students should complete their design and marketing posters in a later class or at home.

**Summary**

**Review (LSI Quadrants I and IV):**

- Q. What are the 4 P's of Marketing?
- A. *Product, Pricing, Place (distribution), Promotion*
- Q. What are the stages of the product life cycle?
- A. *Introduction, Growth, Maturity and Decline*
- Q. Why do companies like to market their product to teens?

**Evaluation**

**Informal Assessment (LSI Quadrant III):**

Students will be evaluated based on participation in class and group discussions.

**Formal Assessment (LSI Quadrant III, IV):**

Thoughtful completion of group design and marketing posters.  
Completion of print advertisements targeting specific segments of the teen market, and thoughtful presentation to class.

**Extension/Enrichment (LSI Quadrant IV):**

**Global History-** Research strategies for marketing to teens in other countries, and write an article that explores some cultural differences and similarities affecting the types of products they buy.

What product lines are widely available to them, and how do these compare to the products in your country?

What are some teen magazines and Web sites available to them, and what can you infer from these about their buying habits?

How would you distinguish between cultural buying habits unique to your country and global buying trends?

**Health-** Are cell phones a health hazard? Research the suspected health risks of radiofrequency energy, and write a "Safety Guide to Cell phones".

What are some of the claims about the health risks of using cell phones?

How is radiofrequency energy measured?

How do the potential risks of radiofrequency energy compare to those of high-level electromagnetic radiation?

## Discuss the answers to the following questions, and then write them neatly on one poster:

What will be the best way to market this product to teenagers?

What features make this product especially well-suited to teens?

For this product, are all teens the same?

Do 13-year-olds like the same things that 16-year-olds do?

How do tastes change for 19-year-olds?

Will the product be targeted to girls differently than boys?

Do urban teens use the product different than suburban or rural teens?

Clearly define the segments of your target audience and specify the design changes you will make to the product that appeals to each subgroup. Specify where you will sell each product variation, and where you will advertise to each market segment.

What will be the name of the product line? What will be the name of each design variation?

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