

## **Lesson Plan – Businesses and Individuals Need Marketing**

**Course Title:** Marketing

**Session Title:** Businesses and Individuals Need Marketing

**Performance Objective:**

- Upon completion of this lesson, the student will explain why businesses and individuals need marketing.

**Specific Objectives:**

- Students will explain how marketing developed as a part of business.
- Students will describe the functions of business.

### **Preparation**

**TEKS Correlations:**

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **124.32(c)(1)(A)**  
...categorize business activities as production, marketing, management, or finance.
- **124.32(c)(1)(B)**  
...explain the interdependence each business activity has with marketing.
- **124.32(c)(2)(C)**  
...explain contributions that marketing makes to business and society.
- **124.32(c)(3)(A)**  
...explain the marketing concept.
- **124.32(c)(11)(A)**  
...discuss trends affecting marketing.
- **124.32(c)(11)(B)**  
...research emerging technologies in marketing.
- **124.32(c)(15)(A)**  
...describe characteristics of a private enterprise system.
- **124.32(c)(15)(B)**  
...explain advantages and disadvantages of private enterprise.
- **124.32(c)(15)(C)**  
...describe the role profit plays in a market economy.

**Interdisciplinary Correlations:**

**English:**

**110.42(b)(6)(A) – Vocabulary Development**

...expand vocabulary through wide reading, listening, and discussing.

**110.42(b)(6)(B) – Vocabulary Development**

...rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.

**110.42(b)(7)(F) – Reading/comprehension**

...identify main ideas and their supporting details.

**110.42(b)(7)(G) – Reading/comprehension**

...summarize texts.

**110.42(b)(7)(J) – Reading/comprehension**

...read silently with comprehension for a sustained period of time.

**World Geography:**

**113.34(c)12B – Economics**

...analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people.

**Economics:**

**118.2(c)(11)(A)**

...analyze the factors involved in the process of acquiring consumer goods and services including credit, interest, and insurance.

**118.2(c)(12)(B)**

...analyze the locations of resources used in the production of an economic good and evaluate the significance of the locations.

**Accommodations for Learning Differences:**

For ED, ESL, LD, Special Ed, at Risk, 504, etc. allow the following:

1. Allow students less than best responses to vocabulary and assignment sheets.
2. Allow students more errors on research and PowerPoint assignments.

**Teacher Preparation:**

**References:**

1. Marketing, Third Edition, James L. Burrow, Southwestern Cengage Learning
2. Marketing Essentials, McGraw Hill
3. USA Today and local newspaper

**Instructional Aids:**

1. "Business and Individuals Need Marketing" PowerPoint presentation
2. Role Play Number One
3. Role Play Number Two
4. Baby Boomer Product Services Inventions
5. Baby Boomer Product Services Inventions Rubric
6. Baby Boomer Product Services Invention Score Sheet
7. Generation Y Product Project
8. Generation Y Product Project Invention Rubric

9. [www.deca.org](http://www.deca.org)
10. Internet

**Materials Needed:**

1. Construction paper
2. Scissors and glue
3. Poster Board
4. Resume paper

**Equipment Needed:**

1. Computers for students to complete projects
2. Projector for PPT

**Learner Preparation:**

1. Students complete a resume rough draft for the "Marketing Yourself" project.
2. Students choose a local business and briefly describe the marketing functions (Production, Management, Operations, Accounting and Finance) for the business.

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

1. Use a large map of the United States to illustrate how cities have grown as a result of their ability to facilitate exchanges among businesses and consumers. Major cities have developed and prospered due to their locations making them natural transportation hubs. Rivers, railroads, highways, and major air routes have played important roles for distribution for major cities. The growth of the electronic age has decreased the need for physical movement of people and products.
2. Divide the class into teams. Team members must discuss product they purchased that did not meet their expectations. Students must list reasons why they made the purchase and what action they took when they were dissatisfied. The team must then devise a strategy for the business to do a better job of satisfying customers.

**Important Terms for this Lesson:**





- self-sufficient-do not rely on others for the things you need to survive
- bartering-exchanging products or services with others by agreeing on their values
- specialization of labor-concentrating on one thing or a few related activities so that they can be done well
- money system-established the use of currency as a recognized medium of exchange
- central market-location where people bring product to be conveniently exchanged
- production-creates or obtains products or services for sale

- merchandising-offering products produced or manufactured by others for sale to customers
- operations-ongoing activities designed to support the primary function of a business and keep it operating efficiently
- accounting and finance-plans and manages financial resources and maintains records and information related to a business's finances
- management-involves developing, implementing, and evaluating the plans and activities of a business

### Outline

#### Outline (LSI Quadrant II):

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

MI	Outline	Notes to Instructor
    	<p>I. The Need for Marketing</p> <p>A. Ever since people began exchanging things with each other</p> <p>B. Marketing must be carefully planned and coordinated with other business activities</p> <p>C. Marketing is necessary in every business Marketing will only be successful if the customer wants the product</p>	<p>A. Ask students what two things are certain in life. (death and taxes).</p> <p>B/C. Then ask students what products are needed but not exciting to purchase. (life insurance, funeral plans)</p> <p>D. Break the class into groups to discuss how they will market products that are not desirable to purchase.</p>
	<p>II. The Development of Marketing in Business</p> <p>A. People were first self-sufficient-not relying on others for the things they needed to survive</p> <p>B. Bartering</p> <ol style="list-style-type: none"> <li>1. exchanging products or services with others by agreeing on their values</li> <li>2. one of the first examples of marketing</li> </ol> <p>C. Specialization of Labor-concentrating on one thing or a few related activities so that they can be done well</p> <p>D. Money Systems</p>	<p>ABC. Ask students to develop a list of their special talents. Put the list on the board and discuss how a combination of people can bring together the best of both worlds.</p> <p>D. Ask students to</p>



1. specialization became more common and more products became available
  2. bartering was not always possible
  3. currency-recognized medium of exchange
- E. Central Market-location where people bring products to be conveniently exchanged
- F. Other Marketing Activities
1. businesses to loan money
  2. retailers-businesses that purchase products from producers and hold them for sale to purchasers as needed
- G. The Functions of Business
1. Production-creates or obtains products or services for sale a raw materials-mining, logging, oil drilling
    - b. processing-change the form of raw materials and change their form through processing so that they can be used in the production of other products or in the operation of businesses or equipment
    - c. agriculture-food and other materials grown for consumption or for processing
    - d. manufacturing-use raw materials and other resources to produce products for sale to consumers and businesses
    - e. services
    - f. merchandising-retailers and wholesalers
  2. Operations-ongoing activities designed to support the primary function of a business and keep it operating efficiently
  3. Accounting and Finance-plans and manages financial resources and maintains records and information related to a business's finances
  4. Management-developing, implementing, and evaluating the plans and activities of a business (planning and organizing work)
  5. Marketing-exchanges products and services with customers

use the Internet to determine the strength of the dollar in comparison to other currencies around the world. How does a weak/strong dollar affect the prices of imported goods?

E/F. Los Angeles, New York, and Dallas are major markets for the apparel industry. Ask students why these cities have surfaced as the leaders in the apparel industry.










G. What are the major ingredients for bread? Explain how wheat must go through several processes before it is usable as flour for bread.

G.2. Mercedes and Jaguar are two automobile manufacturers that have merged with American companies to make luxury automobiles more accessible to Americans. What are the advantages and disadvantages to the mergers?

G.4. Explain the

		<p>democratic and autocratic styles of management. Ask students to list the advantages and disadvantages for each style of management.</p> <p>G.5. Marketing involves more than advertising. The process includes production, creating, and maintaining satisfying relationships.</p>
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**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):** The teacher will give students DECA role plays that involve management. Students must make decisions for the most effective operation of business. Use Role Play Number One and Role Play Number Two.

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

1. Students will create a product for the technology-minded Generation Y. This product should be based upon the rapid changes occurring in technology. Use Generation Y Product Project assignment and Generation Y Product Project Rubric.
2. Students will create a business plan for a franchise following the DECA guidelines for the Participating Entrepreneurship Plan using [www.deca.org](http://www.deca.org).
3. Students will invent four products/services for the aging Baby Boomer population. Use Baby Boomer Product Services Inventions assignment and Baby Boomer Product Services Inventions Rubric and Baby Boomer Product Services Inventions Score Sheet.

### Summary

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

**Q:** What are the five functions of business?

**A:** Production, Management, Accounting & Finance, Operations, Marketing

**Q:** What is bartering?

**A:** exchanging products or services with others by agreeing on their values

**Q:** What are operations?

**A:** Ongoing activities designed to support primary function of a business and to keep a business operating efficiently

**Q:** What are three responsibilities for the management function of business?

**A:** developing, implementing, evaluating

### Evaluation

**Informal Assessment (LSI Quadrant III):** Use observation to evaluate the presentations assigned in LSI Quadrant III. The product for assignment #1 must be realistic and something actually demanded by Generation Y. The business plan must include all parts assigned to the Participating Franchise Business Plan for DECA competition (Go to [www.deca.org](http://www.deca.org) high school competitive events) for the explanation and evaluation of the business plan project.

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

Use Baby Boomer Product Services Invention Rubric and Baby Boomer Product Services Invention Score Sheet to evaluate the Baby Boomer Product Services Invention assignment. The Generation Y Product Project assigned will use the Generation Y Product Project Rubric for evaluation. The Participating Franchise Business Plan for DECA competition will be evaluated using the official DECA rubric for the project found at [www.deca.org](http://www.deca.org).

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

1. Explain how a school store relies upon the business functions (production, operations, accounting and finance, management, marketing).
2. Choose a business in the community to gain a better understanding of business functions. Interview individuals at the business who are in charge of production, operations, accounting and finance, management, marketing). Produce a PowerPoint Presentation that introduces all of the key people in the business and their responsibilities for each function of business. The PowerPoint should include pictures of the individuals, their educational backgrounds, and action shots at work.

## **Marketing Role Play One**

### **PARTICIPANT INSTRUCTIONS**

#### **PROCEDURES**

1. The event will be presented to you through your reading of these instructions, including the Performance Indicators and Event Situation. You will have up to 10 minutes to review this information to determine how you will handle the role-play situation and demonstrate the performance indicators of this event. During the preparation period, you may make notes to use during the role-play situation.
2. You will give an ID label to your adult assistant during the preparation time.
3. You will have up to 10 minutes to role-play your situation with a judge (you may have more than one judge).
4. You will be evaluated on how well you meet the performance indicators of this event.
5. Turn in all your notes and event materials when you have completed the role-play.

#### **PERFORMANCE INDICATORS**

1. Defend ideas objectively. (Communication Skills)
2. Explain the nature of international trade. (Economics)
3. Identify information monitored for marketing decision making. (Marketing Information Management)
4. Explain the nature and scope of purchasing. (Operations)
5. Assess global trends and opportunities. (Marketing Information Management)

## **EVENT SITUATION**

You are to assume the role of buyer for a popular trophy/business gift company (Artifacts). The owner for Artifacts (judge) has called upon you to explain the advantages and disadvantages of conducting international business.

Artifacts is located in a city with 15 high schools, 1 major university, and 3 colleges. Your trophy company sells plaques, trophies, party favors, key rings, and a wide array of other business favors to school organizations, sororities, fraternities, businesses, athletics, and community service events. Many of these organizations have limited budgets.

You buy most of your trophies, key rings, and other merchandise from a local manufacturer due to the convenience of location. Recently you discover that you can purchase the same merchandise from China for 30% of your current price. Conducting business in China may require you to periodically travel to the factories located in that country to make sure that your expectations about quality of merchandise are met. The owner for Artifacts (judge) has always been loyal to purchasing merchandise made in America. You believe that Artifacts should conduct business in China to remain competitive in the trophy/gift industry. You must explain the increased profit earned on merchandise that costs much less. Also Artifacts can charge lower prices to schools, nonprofit organizations, and businesses that have tight budgets. The owner (judge) must be convinced that the advantages outweigh the disadvantages of doing business in China.

You will meet the Artifacts' owner (judge) in his/her office to explain your strategy for taking part in international business.

## **Marketing Role Play Two**

### **PARTICIPANT INSTRUCTIONS**

#### **PROCEDURES**

1. The event will be presented to you through your reading of these instructions, including the Performance Indicators and Event Situation. You will have up to 10 minutes to review this information to determine how you will handle the role-play situation and demonstrate the performance indicators of this event. During the preparation period, you may make notes to use during the role-play situation.
2. You will give an ID label to your adult assistant during the preparation time.
3. You will have up to 10 minutes to role-play your situation with a judge (you may have more than one judge).
4. You will be evaluated on how well you meet the performance indicators of this event.
5. Turn in all your notes and event materials when you have completed the role-play.

#### **PERFORMANCE INDICATORS**

1. Develop project plan. (Operations)
2. Manage projects. (Operations)
3. Explain the role of training and human resource development. (Human Resource Management)
4. Coach employees. (Human Resource Management)
5. Describe the role of management in the achievement of quality. (Operations)

## **EVENT SITUATION**

You are to assume the role of human resource manager for a busy retail store that sells children's toys (Toyland). The store manager (judge) has asked you to develop a better strategy for hiring, training, and monitoring temporary part-time employees during the busy holiday season.

During the fall and winter holidays your store becomes very busy, requiring the employment of temporary part-time employees. During the beginning of October your company conducts group interviews to hire 100 temporary part-time employees. Last year the temporary employees produced disappointing results. Many of the employees were not dependable; they were more concerned about a paycheck than working during busy shifts. Toyland received numerous complaints from customers about poor service during the busy holiday season.

You must explain a strategy for screening and selecting better quality employees, a training plan to prepare the temporary employees for a busy holiday season, and strategies to coach the new employees. The top temporary employees will be considered for full-time employment after the holiday season.

You will meet the store manager (judge) in his/her office to explain your strategy for hiring and training temporary employees for success.

Marketing  
Marketing to Generation Y  
Lesson 2

Generation Y makes up the second largest portion of the U.S. population. This generation demands many goods and services. Marketing efforts are dedicated to Generation Y since this part of the population has disposable income and demands a lot of goods and services.

Use the Internet to research Generation Y.

- A. List 30 bulleted facts about this generation.
- B. List 10 items highly demanded by Generation Y.
- C. Give an example of a television commercial that is directed to Generation Y.
- D. Develop a new product or service for Generation Y. You must explain why Generation Y will demand this product or service. You will present your product or service in class. You can use one or a variety of presentation strategies. Your presentation should be five minutes in length.

Parts of the Assignment that Must Be Completed for a Grade

Generation Y Product or Service

Assignment	Points	Points Earned
30 Facts for Generation Y	25	A.
10 Items Demanded by Generation Y	25	B.
Television Commercial for Generation Y	25	C.
Product or Service for Generation Y	25	D. (rubric points)
Total Points	100	

Name(s) \_\_\_\_\_  
\_\_\_\_\_

**Product/Service Inventions  
for an Aging Population**

**Baby boomers make up the largest portion of the U.S. population. This aging population and the Silent (Mature) Generation have money to spend on needed products and services.**

This project will be completed by teams consisting of two students. Your team must first research the Baby-boomer and Silent (Mature) Generations to determine what types of products and services the aging baby boomers will need.

Your team must invent four products/services for the aging baby boomers. You will prepare a PowerPoint presentation for the class to explain the products and services. Your project will be based on realistic innovations for an aging population.

Name(s) \_\_\_\_\_  
\_\_\_\_\_

**Product/Service Inventions  
for an Aging Population**

**Baby boomers make up the largest portion of the U.S. population. This aging population and the Silent (Mature) Generation have money to spend on needed products and services.**

This project will be completed by teams consisting of two students. Your team must first research the Baby-boomer and Silent (Mature) Generations to determine what types of products and services the aging baby boomers will need.

Your team must invent four products/services for the aging baby boomers. You will prepare a PowerPoint presentation for the class to explain the products and services. Your project will be based on realistic innovations for an aging population.

<b>Baby Boomer Product Services Inventions Score Sheet</b>
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**Product/Service Inventions (4)  
For an Aging Population**

**Student** \_\_\_\_\_

**Student** \_\_\_\_\_

Create a PowerPoint that describes your target market, the products and services, and need for those products and services.

\_\_\_\_\_ (25) Product #1 \_\_\_\_\_ name of product

\_\_\_\_\_ (25) Product #2 \_\_\_\_\_ name of product

\_\_\_\_\_ (25) Product #3 \_\_\_\_\_ name of product

\_\_\_\_\_ (25) Product #4 \_\_\_\_\_ name of product

\_\_\_\_\_ (100) Total Score

Points to be transferred from the Baby Boomer Product Services Invention Rubric

## Baby Boomer Product/Services Invention Rubric

Student Name(s): \_\_\_\_\_

CATEGORY	20	15	10	5
<b>Content/Facts About the Y Generation</b>	Facts were accurate for Generation Y.	Facts were usually accurate for Generation Y.	Facts about Generation Y were less than 75% accurate.	Facts about Generation Y were often inaccurate.
<b>Product Matched the Needs of Generation Y</b>	The student can accurately explain 75% (or more) of the product rationale for Generation Y.	The student can accurately explain 50% (or more) of the product rationale for Generation Y.	The student can explain the product rationale for Generation Y when given information from the class or teacher.	The student cannot accurately explain the product rationale for Generation Y.
<b>Preparation of the Project = Quality</b>	The student had thorough notes about Generation Y before designing the product for that generation.	The student had good notes (75%) about Generation Y before designing the product for that generation.	The student had some notes (less than 75%) about Generation Y before designing the product for that generation.	The student had no notes about Generation Y before designing a product for that generation.
<b>Time Use --</b>	Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.	Student did not use classroom time to work on the project and/or was highly disruptive.
<b>Presentation</b>	Presentation was well organized, confidence, and informative.	Presentation was good 80% of the time. More preparation on the presentation would have equaled more confidence when presenting.	The product was good. The presentation included facts but needed preparation and practice.	The presentation showed lack of preparation.

**Total Score** \_\_\_\_\_

**Transfer score to Baby Boomer Product Services Invention Score Sheet**

## Generation Y Product Invention Rubric

Student Name(s): \_\_\_\_\_

CATEGORY	20	15	10	5
<b>Content/Facts About the Y Generation</b>	Facts were accurate for Generation Y.	Facts were usually accurate for Generation Y.	Facts about Generation Y were less than 75% accurate.	Facts about Generation Y were often inaccurate.
<b>Product Matched the Needs of Generation Y</b>	The student can accurately explain 75% (or more) of the product rationale for Generation Y.	The student can accurately explain 50% (or more) of the product rationale for Generation Y.	The student can explain the product rationale for Generation Y when given information from the class or teacher.	The student cannot accurately explain the product rationale for Generation Y.
<b>Preparation of the Project = Quality</b>	The student had thorough notes about Generation Y before designing the product for that generation.	The student had good notes (75%) about Generation Y before designing the product for that generation.	The student had some notes (less than 75%) about Generation Y before designing the product for that generation.	The student had no notes about Generation Y before designing a product for that generation.
<b>Time Use --</b>	Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.	Student did not use classroom time to work on the project and/or was highly disruptive.
<b>Presentation</b>	Presentation was well organized, confidence, and informative.	Presentation was good 80% of the time. More preparation on the presentation would have equaled more confidence when presenting.	The product was good. The presentation included facts but needed preparation and practice.	The presentation showed lack of preparation.

**Total Score** \_\_\_\_\_