

## Lesson Plan – Promotion Involves Communication

**Course Title:** Marketing

**Session Title:** Promotion Involves Communication

**Performance Objective:**

- Upon completion of this lesson, the student will be able to explain how communication is an essential element of promotion.

**Specific Objectives:**

- Students will identify the function of promotion as part of the marketing mix.
- Students will explain the three roles of promotion in marketing.
- Students will describe the communication process and identify its eight elements.
- Students will define the two types of communication that are important to marketers.

### 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)(3)(A)**  
...explain the marketing concept.
- **124.32(c)(25)(A)**  
...explain the communication process as used in promotional activities.
- **124.32(c)(25)(B)**  
...describe types of promotion.
- **124.32(c)(25)(C)**  
...explain the concept of promotional mix.
- **124.33(c)(10)(A)**  
...discuss trends affecting marketing.

**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.

**Economics:**

**118.2(c)(8)(B) – Economics**

Analyze how financial institutions affect households and businesses.

**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. Marketing PowerPoint presentation
2. Learner Preparation Worksheet
3. Independent Practice Assignment #1 - Individual Assignment
4. Independent Practice Assignment #2 – Evolution of the Promotion of a Product – Team Assignment
5. Evolution of the Promotion of a Product Rubric
6. Promotion Extension Assignment #1 – Team Project
7. Promotion Extension Assignment #1 –Team Project Rubric
8. Promotion Extension Assignment #2
9. Internet

**Materials Needed:**

1. Scissors and glue
2. Poster board

**Equipment Needed:**

1. Computers for students to complete projects
2. Projector for PowerPoint presentation

**Learner Preparation:**

- At the beginning of this lesson have the students complete the Learner Preparation Worksheet to understand how communication is used in promoting products. Students describe how a product they purchase regularly is promoted.

**Lesson Plan**

**Introduction (LSI Quadrant I):**

1. Ask students to give examples of promotions on the radio and television. Then ask students to tell the central theme for the promotion.
2. Ask students to list three people who they think are effective communicators. Then have a class discussion to develop a clear definition of effective communication.
3. Ask students to describe how the latest technology has enhanced and hindered communication.

**Important Terms for this Lesson:**



- promotion-any form of communication that a company uses to inform, persuade,

- or remind consumers about its products or services
- marketing mix- sometimes known as the 4 P's – product, place, price and promotion
- communication process-transfer of a message from a sender to a receiver
- sender-source of the message being sent (the who in the communication process)
- message-what is being communicated
- encoding-when the sender converts an idea into a message that the receiver can understand
- message channel-the vehicle by which the message travels or medium
- receiver-the person or persons to whom the message is directed or any person who understands the message that is sent
- decoding-the process by which the receiver interprets the transmitted language and symbols to comprehend the message
- noise-any distracting information in the transmission, the message channel, or the receiver's environment that may inhibit or distract from the message
- feedback-receiver's response to the message
- interpersonal communication-any person-to-person exchange
- mass communication-attempts to reach a wide audience, sometimes millions of people, through mass media such as radio, television, magazines, and newspapers



### 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.







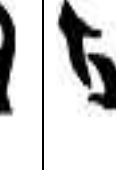


MI	Outline	Notes to Instructor
  	<p>I. Identify the Function of Promotion as Part of the Marketing Mix.</p> <p>A. Explain how the strength of a marketing mix depends on two things:</p> <ol style="list-style-type: none"> <li>1. defining the target market</li> <li>2. how clear the marketing decisions are directed to the target market</li> </ol> <p>B. Promotion Strategies determine how potential customers will learn about new products, what the message will be, how it will be delivered, when it will be delivered and incentives for making the customer want to buy the product.</p> <p>C. Explaining the Roles of Promotion in Marketing.</p> <ol style="list-style-type: none"> <li>1. Inform</li> <li>2. Persuade</li> <li>3. Remind</li> </ol>	<p>I. Ask students for their definition of promotion. Discuss the students' responses. Tell students that promotion is just one part of marketing.</p> <p>BC. Show students pictures of advertisements from magazines and ask them to explain the promotional</p>

		<p>messages being sent to prospective customers.</p>
	<p>II. Describe Promotion and the Communication Process.</p> <ul style="list-style-type: none"> <li>A. Sender</li> <li>B. Encoding by the sender</li> <li>C. Message channel</li> <li>D. Decoding by the receiver</li> <li>E. Receiver</li> <li>F. Noise</li> <li>G. Feedback</li> </ul>	<p>A. Discuss the parts of the communication process—sender, message, encoding, message channel, receiver, decoding, noise, and feedback.</p> <p>B-E. Break the class into groups of two and ask each group to give an example of a successful communication and an example of an unsuccessful communication. Each team must explain which components of the communication process resulted in the success or failure of the communication.</p> <p>G. Hold up a sign in class that says</p>

		<p>“100 for Good Class Participation Today!” Ask students to explain the message channel being used. Will this form of communication be successful?/Why or why not?</p>
  	<p>III. Explain Different Types of Communication.</p> <p>A. Interpersonal communication</p> <ol style="list-style-type: none"> <li>1. Two-way communication</li> <li>2. Involves two or more people in some kind of person-to-person exchange</li> </ol> <p>B. Mass communication</p> <ol style="list-style-type: none"> <li>1. One-way communication</li> <li>2. Involves communicating to huge audiences usually through mass media, such as magazines, radio, television, or newspapers</li> </ol>	<p>A. Ask students why they think good interpersonal communication skills are essential for marketers. Explain how interpersonal communication involves <b>two-way communication</b> and the importance of good listening skills as well as good speaking skills to obtain feedback and properly decode the message being sent from the other party.</p> <p>Ask students what kind of feedback they give to a persistent sales associate.</p> <p>B. Show students a promotion from a</p>

		local business that <b>informs consumers</b> about a product or service. Ask students to revise the promotion to make it more persuasive.
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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 examples of how body language communicates different forms of feedback. Some examples may include eye contact, yawning, heavy sigh, fidgeting, and different facial expressions. Explain how interpersonal communication involves two-way communication, so it is important to have good listening and speaking skills in order to obtain feedback and decode the message (verbal or nonverbal) being sent from the other party.

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

1. Using Independent Practice Assignment #1, students will select a current popular advertisement. They will draw or use technology to create a picture or other visual representation of the communication process being used to promote the product, service, or business.
2. Using Independent Practice Assignment #2, students will work together in teams to select a popular brand that has existed for a long period of time and conduct research using the Internet or library to learn how the major brand has changed its promotions over time. Students must create a PowerPoint presentation to describe the changes and explain why the promotional changes were made and if they think the changes have been effective.

### Summary

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

**Q:** What is promotion?

**A:** Promotion is how a company communicates with a potential consumer.

**Q:** What are the elements of the communication process?

**A:** Sender, Message, Message Channel, Receiver

**Q:** What is the advantage of mass communication?

**A:** Mass communication can reach a large audience.

**Q:** What role does noise play in the communication process?

**A:** Noise is interference in the message transmission that may inhibit or distract from the message.

### **NAME THAT MESSAGE**

Show students recent television commercials and pause after each commercial.

Students must explain the promotional message being relayed. Students must list the sender of the message, receiver of the message, and describe the message being relayed for each commercial.

## **Evaluation**

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

1. Instructor will observe students during Independent Practice assignments, and class participation during Introduction discussion and PowerPoint discussions.
2. Instructor will assist individuals as needed.

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

1. Independent Practice Activity #1 will be evaluated by the teacher for successful completion of all directions using the points assigned to the 7 categories on the assignment sheet.
2. The PowerPoint presentation created by students in the Independent Practice Activity #2 will be evaluated by the teacher using Evolution of the Promotion of a Product Rubric.
3. The television commercial in Extension Assignment #1 will be evaluated using the Promotion Extension Assignment #1 Team Project Rubric.
4. Extension Assignment #2 will be evaluated by the teacher for successful completion of directions.

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

1. Using Promotion Extension Assignment #1, students will choose a product or service to advertise, write the message to be communicated, and tape a television commercial for promotion.
2. Using Promotion Extension Assignment #2, students will search for advertisements in magazines and describe the promotional message for each advertisement (love, beauty, savings, etc.). They will use these advertisements to collages on poster boards.

## Learner Preparation-Individual Project

Promotion is any form of communication that a company uses to inform, persuade, or remind consumers about its products or services.

- Students describe how a product they purchase regularly is promoted.

Directions: List a product or service that you regularly purchase. Then list five forms of promotion for the product or service.

Product or Service that I Regularly Purchase

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Five forms of Promoting the Product or Service

1.
2.
3.
4.
5.

## Independent Practice Assignment #1—Individual Assignment

Student Name \_\_\_\_\_

- Students will select a current popular advertisement. They will draw or use technology to create a picture or other visual representation of the communication process being used to promote the product, service, or business.

**Directions:** Describe a popular advertisement by explaining all parts of the communication process being used. Then create a picture or flowchart that shows all parts of the communication process that are used for your popular advertisement. Your picture or flow chart must indicate the sender, message, message channel, receiver, and feedback for the commercial you are describing.

<b>Product, Service, or Business Advertised: 10 Pts.</b>
<b>Description of the Commercial: 10 Pts.</b>
<b>Sender: 10 Pts.</b>
<b>Message: 10 Pts.</b>
<b>Message Channel: 10 Pts.</b>
<b>Receiver: 10 Pts.</b>
<b>Feedback: 10 Pts.</b>
<b>Picture or Flowchart may be attached: 30 Pts.</b>

Total Points \_\_\_\_\_

Maximum Points 100

## Independent Practice Assignment #2—Team Assignment

Student Name\_\_\_\_\_

Evolution of the Promotion of a Product

Student Team Name\_\_\_\_\_

Student Team Name\_\_\_\_\_

- Students will select a popular brand that has existed for a long period of time. They will conduct research using the Internet or library to learn how the major brand has changed its promotions over time. Students must describe the changes and explain why the promotional changes were made and if they think the changes have been effective.

**Directions:** Select a popular brand like Coca Cola that has existed for a long period of time. Conduct research using the Internet or library to learn how your major brand has changed its promotions over time (example: emphasis of Diet Coke and no calories). Your team must describe the changes in the promotional strategies and explain if you think that the changes have been effective – Why or Why Not. Present your information in the form of a PowerPoint presentation with a minimum of 7 slides.

## Promotion Extension Assignment #1—Team Project

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

- Students choose a product or service to advertise, write the message to be communicated, and tape a television commercial for promotion.

Directions: Your team will produce a commercial for a product, service, or business.

You cannot advertise alcohol, tobacco, or sexual devices. Your commercial should be 30 seconds or less in length. You will tape the commercial on video tape or a CD. The commercial will be evaluated for creativity, solid message, production, and prospective results.

## **Promotion Extension Assignment #1- Team Project Rubric**

Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>
<b>Clear Message for the Commercial</b>	The message was straight forward and to the point.	The message demonstrated 75% clarity, but had some missing links	Clarity of the message was approximately 50%	The message was not clearly communicated
<b>Variety of Communication (Humor, Music, Demonstration, etc.) Used in the Commercial</b>	Effectively used different forms of communication	Effectively used one form of communication	50% of the communication was clear	Communication was not clear or effective
<b>Overall Quality of the Commercial</b>	High quality commercial	Good commercial that could use some upgrades (better sound, organization, etc.)	Good concept that needed to be communicated more clearly in the commercial	Poor quality due to organization and effort extended
<b>Preparation</b>	Commercial was the result of 100% detailed preparation	Commercial was good but could use more preparation	Commercial seemed incomplete. End product would be better with greater preparation	Commercial lacked preparation
<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

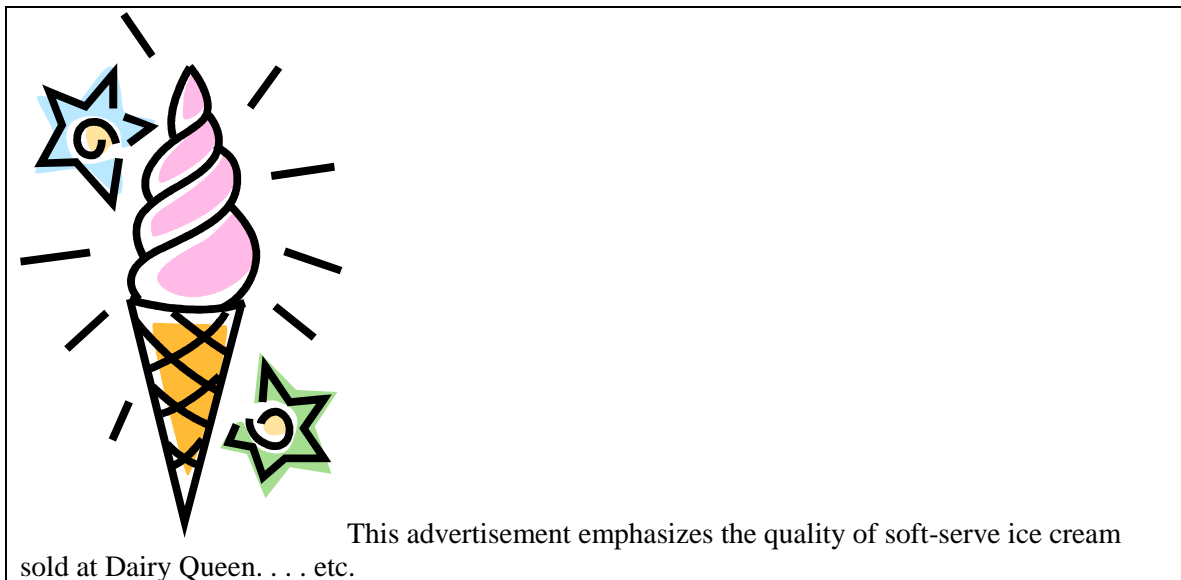
Total Score \_\_\_\_\_  
Maximum 100 Points

## Promotion Extension Assignment #2—Individual Project

Student Name \_\_\_\_\_

- Students search the advertisements in magazines and describe the promotional message for each advertisement (love, beauty, savings, etc.)

**Directions:** Cut advertisements from magazines. Paste the advertisements on a poster board. Then type/print the promotional message for the advertisements and paste the printed descriptions on the poster board with the actual advertisement. See the example showing how this assignment should be put together.



## Evolution of the Promotion of a Product Rubric

Student Name: \_\_\_\_\_

CATEGORY	20	15	10	5
<b>Quality and Quantity of Slides</b>	Good balance of words and visuals  7 or more slides	Too many words per slide or too many visuals and not enough content per slide 5-7 slides	Incomplete Contact Information, missing one or two essential parts  Less than 5 slides	Slides with incomplete information and lack of WOW factor  3 or less slides
<b>Describe Changes in Promotional Strategies and Your Opinions</b>	Showed excellent depth of research and changes in promotional strategies – Opinions thoroughly explained	Showed good use of research and promotional strategies – Opinions were explained	Showed some research of promotional strategies – Opinions were limited	Incomplete research of promotional strategies – Opinions were minimal
<b>Slide Transitions</b>	Excellent-appropriate transitions	Good-could use more transitions	Fair-very few transitions used	Poor-no transitions used
<b>Comprehension of Material in the Presentation</b>	Easy to comprehend right amount of words mixed with appropriate visuals	Too many words, hard to follow	Too many pictures and not enough content	Did not cover the intended goals of the assignment
<b>Overall Quality of the PowerPoint Presentation</b>	Excellent—professionally covered all information	Good—covered content, needed more	Incomplete—did not cover all topics, needed more information and better presentation	Poor—covered very little content, purpose of the assignment was not addressed

**Total Score** \_\_\_\_\_  
**Maximum 100 Points**