

Lesson Plan —What is Marketing?

Course Title: Marketing

Session Title: What is Marketing?

Performance Objective:

- Upon completion of this lesson, the student will be able to define marketing and how it is involved in all business transactions.

Specific Objectives:

- Students will explain why businesses need marketing and why marketing is necessary.
- Students will explain the marketing functions necessary to sell products and services.
- Students will define the marketing concept.

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)(3)(A)**
...explain the marketing concept.
- **124.32(c)(3)(B)**
...describe each marketing function and how it illustrates the marketing concept.
- **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.

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 newspapers

Instructional Aids:

1. "What is Marketing?" PowerPoint Presentation
2. Automobile Timeline Project
3. Automobile Timeline Rubric for Written Project
4. Automobile Timeline Rubric for PowerPoint Project
5. Internet

Materials Needed:

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

Equipment Needed:

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

Learner Preparation:

1. Students prepare a list of their strongest personal marketing characteristics and bring the list to class.
2. Students use the Internet to write a definition for marketing.

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

1. Ask students their definition for marketing. Then explain how marketing involves a wide range of activities
2. Emphasize how much money is spent on marketing activities and how many careers are related to marketing. Point out how successful leaders have used their marketing skills for success.
3. Identify examples of local businesses and business leaders who have used marketing to achieve success.
4. Show students a product that they purchase frequently. Ask students what types

of advertising make them aware of the product.





Important Terms for this Lesson:



- Marketing-the creation and maintenance of satisfying exchange relationships

Outline






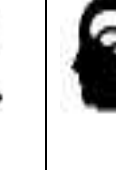
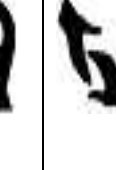


Outline (LSI Quadrant II):

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. Explain why businesses need marketing and why marketing is necessary.</p> <p>A. Explain how marketing takes place Every where every day.</p> <p>B. Every business is involved with marketing.</p> <p>C. Over 4 million businesses have marketing as their primary business activity.</p> <p>D. Businesses devote a large part of their resources to marketing activities.</p> <p>E. There are many types of marketing jobs ranging from advertising, sales promotion, customer service, credit, insurance, transportation, and research.</p>	<p>A. Explain how marketing involves much more than just advertising</p> <p>E. Give examples of marketing careers related to each of the 4P's of Marketing (product, place/distribution, price, promotion)</p>
 	<p>II. Explain what marketing is and describe important marketing functions.</p> <p>A. Many marketing activities must be completed before a product or service can be advertised or sold.</p> <p>B. Marketing Functions</p> <ol style="list-style-type: none"> 1. Market Planning-identifying and understanding the markets a company wants to serve and developing effective marketing strategies for each market. 2. Product and Service Management-assisting in the design and development of products and services to meet the needs of prospective customers 3. Distribution-location and transportation for products and services 4. Pricing-communicating value of products and service to prospective customers 	<p>B.1 Describe four generations of consumers (Generation X, Generation Y, Baby Boomers, Silent Generation.</p> <p>B.2 Ask students to identify products and services that each generation would demand.</p> <p>B.4 Give an example of how prices are influenced by supply and demand—gas is a good example for students to understand.</p>

	<ol style="list-style-type: none"> 5. Promotion-communicating information to prospective customers through advertising and other promotional methods to encourage them to purchase 6. Selling – provides customers with goods and services they want 7. Marketing-Information Management-obtaining, managing, and using market information to improve decision making 8. Financing-budgeting for necessary financing and providing financial assistance to customers to assist them with purchasing products and services 9. Risk management-providing security for products, personnel and customers and reducing the risk associated with marketing decisions and activities <p>C. Marketing for Employment</p> <ol style="list-style-type: none"> 1. Marketing courses provide valuable information for careers and college 2. DECA gives students leadership and self confidence 3. Work-based learning gives students hands-on work experience 	<p>B.7 Explain how information is gathered about groups of consumers to determine the best strategies for marketing products and services.</p> <p>B.9 Ask students to define insurance and explain types of insurance a business must purchase when marketing products and services.</p> <p>C.2 Ask students to go to the DECA website and list the career advantages for involvement in a professional organization like DECA. www.deca.org</p>
 	<p>III. Define marketing.</p> <ol style="list-style-type: none"> A. Creation and maintenance of satisfying exchange relationships B. Creation—marketing is involved from the beginning as products and services are being developed C. Maintenance-marketing must continue to be used as long as a business or organization is operating D. Satisfaction-for both the business and the customer (goal for marketing) 	<p>A. Ask students what they expect from a sales associate when they make a purchase.</p> <p>C. How do businesses maintain long-term relationships with customers? Answer – Birthday cards, specials, etc.</p>

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): Using the PowerPoint presentation, the teacher will explain the nine marketing functions for a good and service. Students will take notes to gain a better understanding of the marketing concept and marketing functions. Good examples of products and services include an automobile, airline ticket, ticket to a sporting event, and a pair of jeans. Students will then develop a list of the Top Ten items they purchase and choose one of the items on the list to describe the nine functions of marketing in a written assignment.

Independent Practice (LSI Quadrant III):

Using the Automobile Timeline Project students will research the automobile industry for each decade since the 1950s and prepare a report about how automobiles have changed and major factors that have influenced the industry. Students will develop a PowerPoint presentation that demonstrates how automobiles have changed over the decades and the influence of gas prices. The PowerPoint should show pictures of cars, gas prices, and historic events during each decade since 1950. Teacher may use Automobile Timeline Project Written Project Rubric and Automobile Timeline Project PowerPoint Rubric for evaluation purposes.

Summary

Review (LSI Quadrants I and IV):

Q: What is the definition for marketing?

A: Marketing is the creation and maintenance of satisfying exchange relationships.

Q: What are the nine marketing functions?

A: Market Planning, Product and Service Management, Distribution, Pricing, Promotion, Selling, Marketing-Information Management, Financing, Risk Management

Q: Where does marketing take place?

A: Everywhere

Q: Why do individuals need marketing skills?

A: To obtain a career, make convincing presentations, and communicate effectively.

SPUD GAME

Students are grouped into teams of 4 people. One member (P) draws out a term and pronounces the term. Another team member (S) spells the term. A third member (D) of the team gives a definition for the term and the fourth team member (U) uses the term in a sentence to demonstrate understanding of the term.

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students during Independent Practice.
2. Instructor will assist students as needed.

Formal Assessment (LSI Quadrant III, IV):

Use Automobile Timeline Written Project Rubric and Automobile PowerPoint Rubric to evaluate the projects assigned for Independent Practice (LSI Quadrant III)

Extension/Enrichment (LSI Quadrant IV):

1. Students develop a new product or service to meet the needs of a changing society. The PowerPoint presentation must include all nine Functions of Marketing. The presentation will be evaluated for creativity, marketability, and coverage of the marketing functions.
2. Students design a billboard or transit advertisement for a hotel or restaurant. The advertisement must include information about the product, price, place, and promotion. Transit advertising takes place on buses, taxis, and subways.

Automobile Timeline Project

Name _____

Required: Research the automobile industry and write a 2-page report that describes how automobiles have changed since 1950 and the major factors that have influenced changes. Design a PowerPoint presentation that shows the history (1950's, 1960's, 1970's, 1980's, 1990's, 2000's) of automobiles and related gas prices for each decade. This project must demonstrate how gas prices dictate the size and styles of automobiles demanded by consumers and produced by manufacturers.

The project should also show which vehicles became obsolete due to economic conditions and the influence of foreign automobiles and reasons for that influence.

Two parts of the project that will be graded include the report and the PowerPoint presentation. Both of these project parts will be evaluated using a rubric.

Name _____

Category	Points	Points Earned
Report	50	
PowerPoint Presentation	50	
Total Score	100	

Automobile Timeline

Rubric for Written Project

Student Name: _____

CATEGORY	10 pts. Max.	8 pts. Max.	6 pts. Max.	5 pts. Or Less
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events nor to compare events.
Preparation	The student had notes about all the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had notes about almost all the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had notes about most (~75%) of the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had not prepared adequate notes before beginning to design the timeline.
Time Use	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.
Overall Quality of the PowerPoint Presentation	Excellent- covered all information	Good-covered content, needed more	Incomplete – did not cover all topics, needed more information	Poor – covered very little content, purpose of the assignment was not addressed

Total Score _____
 Maximum 50 points

Automobile Timeline

Rubric for PowerPoint Project

Student Name: _____

CATEGORY	10 pts. Max.	8 pts. Max.	6 pts. Max.	5 pts. Or Less
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events nor to compare events.
Preparation	The student had notes about all the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had notes about almost all the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had notes about most (~75%) of the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had not prepared adequate notes before beginning to design the timeline.
Time Use	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.
Overall Quality of the PowerPoint Presentation	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 50 points