



MARKETING SALES & SERVICE

PATHWAY: Marketing and Management

COURSE: Advanced Marketing

UNIT 10: Promotion



INTRODUCTION

Annotation:

In this unit, students will review the five types of promotion, evaluate different promotional mixes, assess media costs, and create a promotional mix.

Grade(s):

| | |
|---|------------------|
| X | 9 th |
| X | 10 th |
| X | 11 th |
| X | 12 th |

Time:

5 – 50 minute class periods

Author:

Cheryl Tays, revised by Meghan Hatcher

Additional Author(s):

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: Please list the standard and elements covered.

MKT-AM-10 Utilize promotional knowledge and skill for communication information to achieve a desired marketing outcome.

- a. Examine the concept of promotional mix.
- b. Compare the benefits of various types of promotional media, including direct marketing and telemarketing.
- c. Evaluate media costs.

GPS Academic Standards:

ELA11W1 The student produces writing that establishes an appropriate organizational structure that sets a context and engages the reader, maintains a coherent focus throughout and signals a satisfying closure.

MM2P1 The student will solve problems (using appropriate technology).

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



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- As any advertising executives can tell you, promotion must target the best potential customers. Diverse advertising and promotional approaches are required to meet the needs of these extremely different types of customers. This lesson guides students through the basic information of promotional mix as well as the five types of promotion—advertising, personal selling, publicity, visual merchandising, and sales promotion.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why is it important to understand the pros and cons of different types of promotional media?
- How important is promotional mix in the world of marketing?
- How do you achieve your desired marketing result?

Knowledge from this Unit: Factual information.

- Students will understand how to use promotional techniques to inform customers about how the company's products meet their needs.
- Students will also be able to recognize the steps in achieving the sought after marketing effect.

Skills from this Unit: Performance.

- The students will take info presented to them to design a promotional mix for a product assigned to them.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ 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:

MKT-AM-10 What you should know about promotion techniques

Assessment(s) Description/Directions:

This assessment can be given as an individual assignment or group. Students should fill in the chart providing examples for each. This assessment will allow for connections to be made between "their" world and the understanding of promotional techniques.

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

MKT-AM-10 Utilize promotional knowledge and skill for communication information to achieve a desired marketing outcome.

- Examine the concept of promotional mix.
- Compare the benefits of various types of promotional media, including direct marketing and telemarketing.
- Evaluate media costs.

2. Review Essential Questions.

- Why is it important to understand the pros and cons of different types of promotional media?
- How important is promotional mix in the world of marketing?
- How do you achieve your desired marketing result?

3. Identify and review the unit vocabulary.

Day 1

1. Introduction: Use S'mores ingredients and company websites to demonstrate promotional mix. <http://www.hersheys.com/paisley/index.aspx> <http://www.nabisco.com/smores/> <http://www.kraftfoods.com/jetpuffed/> I also took in the cracker box, chocolate wrapper and marshmallow bag, along with the Hershey cardboard display begged from my grocer. Have student to discuss how many promotional methods were used for S'mores products.
2. Use the web resource http://www.tutor2u.net/business/marketing/promotion_mix.asp to guide students through a definition of promotional mix and a discussion on the four major types of promotion. Make note of the fifth type, visual merchandising. MKT-AM-10 Promotional Mix is a note taking guide to lead the introduction.
3. Use the handout "The Least You Should Know about Promotion Techniques" for students to research the promotional techniques before actually designing a promotional mix. The types of promotion are listed, it's up to the student to fill in a brief explanation of the type of promotion, and then try to find an example of that technique in use. Students should use Internet to complete the ones they can't think of just from experience.

Day 2

1. View the MKT-AM-10 Marketing Communication PP.

2. Conduct a discussion on the importance of communicating the correct information to consumers and also reaching your target market. This is also a good time to refer back to the Product Life Cycle unit and discuss the different role promotion plays in each stage.

Day 3

1. View the MKT-AM-10 Promotional Mix PP
2. Conduct discussion on different products use of the promotional mix.
3. Project Assignment: Students will work in groups of 3 to design a promotional mix for a product assigned to them. Put names of products on cards and let each student group draw out a card. Students will design a promotion mix campaign for their assigned product. They must include each of the five types of promotion discussed in the lecture. The project can be made simple where student groups work together for a limited amount of time to brainstorm ideas then present orally, or the project can be an in-depth project where students are given several class periods to put their research together in a professional presentation. It depends on how much time you can devote to the topic. Use the handout "Promotional Mix Project Instructions & Rubric" for student instructions and assessment of the project.

Day 4

1. View the MKT-AM-10 Media Cost PP
2. Have students research different media cost for their favorite TV show, radio station, the super bowl, etc.
3. Project work time

Day 5

1. Project work time

Additional Elements

- A. If you would like an additional project for this topic, check out this Webquest. It states that the project is designed for grades 6 to 8, but with a few adjustments, it definitely could be use with high school students.
http://www.ldcsb.on.ca/schools/cfe/rpt/RPT_Made_in_Canada/student.html
- B. A great resource for notes and discussion on promotion and many other marketing topics.
http://www.tutor2u.net/business/marketing/promotion_mix.asp
- C. Another great idea to include in this lesson is to let students evaluate current events. Students will search current events for businesses in the news experiencing bad publicity. Students will decide what promotional technique to use to turn the negative to positive publicity.
www.Cnn.com www.foxnews.com www.cbsnews.com www.abcnews.com

4. Assessment Activity.

Attachments for Learning Experiences: Please list.

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

MKT-AM-10 Promotional Mix Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Instructions provided in attached file along with rubric. Teacher will want to make a list of possible products for students to choose from to ensure a good mix.

Attachments for Culminating Performance Task: Please list.

MKT-AM-10 Promotional Mix Project Instructions and Rubric



UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

| | | | | | |
|--------------------------|-------------------------|--------------------------|--------------------|--------------------------|---------------------------------|
| <input 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 type="checkbox"/> | Graphic Organizer |
| <input type="checkbox"/> | Student Response System | <input 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 | | |