



Research Marketing: to Buy or not to Buy.

Middle School Food and Agricultural Literacy Curriculum

Precepts

- B. Relationships
- B4. Eliminate barriers in building relationships.

National Standards

ABS.06.01.01.a. Investigate the meaning and methods of marketing in AFNR as related to agricultural commodities, products and services and to agricultural good in domestic and international markets.

NL-ENG.K-12.3 – Evaluation Strategies

NM.DATA.6-8.1 – Formulate Questions that Can Be Addressed with Data and Collect, Organize, and Display Relevant Data to Answer

NSS-EC.5-8.2 – Effective Decision Making

Student Learning Objectives

As a result of this **unit** the students will...

Discuss agricultural research.

As a result of this **lesson** the students will ...

Understand the role of market research in agriculture.

Content Outline

I. Define key terms related to research in agriculture.

- A. Market Survey: Taking a formal view of praise or discontent about a subject by a group of people.
- B. Commodity: An agriculture product that has value.
- C. Perception: Intuitive recognition by the senses or the mind.

II. Understand the role of market research in agriculture.

- A. What are perceptions?
- B. How do we create perceptions?

Time

Instruction time for this lesson: 45 minutes.

Resources

Definitions. Retrieved September 7, 2009, from www.dictionary.com — How to Create a Market survey. Retrieved September 7, 2009, from eHow, How To Do Just About Everything: Official Web Site: http://www.ehow.com/how_8597_create-market-survey.html — National FFA Organization. (2009). LifeKnowledge Online. Retrieved July 9, 2009, from <http://agedlearning.org> — National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.

Tools, Equipment, and Supplies

Overhead Projector/transparencies
MS.AST.2.9.TM.A – one per teacher
MS.AST.2.9.TM.B – one per teacher
MS.AST.2.9.TM.C – one per teacher
MS.AST.2.9.TM.D – one per teacher
MS.AST.2.9.TM.E – one per teacher
MS.AST.2.9.ASSESS.A – one per student
Two apples, one good quality and one so-so quality
Stickers – one per student

Key Terms

Market survey

Commodity

Perception

III. Create a market survey.

- A. Ask a standard set of questions.
- B. Create a simple form.
- C. Make your written survey easy to read.
- D. Identify who should fill out your survey.
- E. Give enough time for people to answer the questions.

Interest Approach

Welcome students to class and introduce today's lesson by comparing different pictures of meats by displaying **MS.AST.2.9.TM.A**, **MS.AST.2.9.TM.B**, **MS.AST.2.9.TM.C**. Provide every student with a sticker and have them get out of their seat and place it on the picture of the meat that they would prefer.



Lesson Number: MS.AST.2.9

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Research Marketing: to Buy or not to Buy.

Discuss with students how the way something looks affects what humans choose. Explain that they have just completed a market survey based upon which kind of meat they prefer.

Welcome to class! Thanks for showing up on time today. You may be wondering, "Why are there pictures of meat on the board?" Let's find out! When I say CHOOSE, come to the front of the classroom, take one sticker and stick it on the picture of meat that you would prefer to eat and then return to your seat. Take two minutes to complete this task. What questions do you have? CHOOSE.

Very good. Who can tell me what each of you just took part in?

Elicit student responses. Student responses may include made a choice, chose our favorite meat, etc.

Summary of Content and Teaching Strategies

Objective 1. Understand the role of market research in agriculture.

Great answers. The proper vocabulary for what we just did, is take a **market survey**.

Display **MS.AST.2.9.TM.F**.

In the next activity place two red apples out for students to see. One apple should be a nice shiny red apple while the second apple is dull, maybe bruised, smaller and somewhat undesirable. Ask students which apple they would choose. Create a discussion as to what factors they may contemplate in choosing between the first apple and the second. Discuss the perception of how something looks affects what they choose to purchase. After the discussion, students will create their own market survey about the factors that people contemplate when choosing an apple.

In front of us are two apples which may be called an agricultural **commodity**. What is an agriculture **commodity**?

Display **MS.AST.2.9.TM.F**.

Without speaking, take 10 seconds and select which apple you would choose to eat if you had the choice.

Wait 10 seconds, and then ask for a show of hands for those who would choose apple A and those who would choose apple B.

Time's up. If you would choose apple A, please raise your hand.

Count the number of hands and write down the number on the board.

If you would choose apple B, please raise your hand.

Count the number of hands and write down the number on the board.

Most likely, students will choose apple A. Start the discussion on what factors they used to determine which apple they would choose.

The majority of us chose apple A. What factors did you evaluate to choose apple A over apple B?

Elicit student responses. Students' responses may include color, shininess, shape, size, bruises, etc.

These things are all real things that consumers evaluate when they go into a grocery store and choose the apple(s) that they would like to buy. They are the **perceptions** that people base their decisions on. Let's define **perception**.

Display **MS.AST.2.9.TM.F**

The **perception** of how something looks, feels, and smells plays a major factor in what the consumer will buy. **Perceptions** not only play a major role in people's decisions of what to eat, they also play a role in how relationships are formed among people. What kinds of **perceptions** do you think get made about teachers?

Elicit student responses. Responses may include being strict, mean, funny, hand out lots of homework, etc.

What kinds of **perceptions** are made about high school students?



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Student responses may include being a jock, an "Ag kid," a nerd, a skater, etc.

Are **perceptions** sometimes true?

Elicit student responses.

Yes, sometimes they are. Because I am an "Ag teacher," a fair **perception** you could make without truly knowing me is that I love agriculture and nature. Another **perception** you might make about me would be that I don't like anything except agriculture. That would be untrue. I am also talented and interested in music and public speaking. These are factors that you can't know just by looking at me. **Perceptions** can be helpful and harmful. How can a **perception** be harmful when building a relationship with someone?

Student responses may include that you don't get to know someone because of your perception or you may label someone in a way that is untrue.

Very good. **Perceptions** are not always what they seem. Sometimes **perceptions** lead us to the wrong conclusions and limit us in building strong relationships with others. Our **perceptions** can become barriers.

Perceptions of the consumer can also become a barrier in the agriculture industry. What **perceptions** can we think of that the consumers might have that would be a barrier to selling an agriculture good?

Elicit student responses then discuss **MS.AST.2.9.TM.D**.

Now that we know how **perceptions** affect consumers and the market, let's find out what people think. We need a **market survey**. Let's learn how to make one.

Begin the market survey by having students record each step of making a survey in their notebooks. Remind them that the survey is about apples and what factors influence a consumer's purchase. Utilize **MS.AST.2.9.TM.E** for students to write down the steps in their notebooks. Discuss each step as you go through them in class. Provide **MS.AST.2.9.AS.A** for students as a guiding tool when creating their market surveys.

Today we will be creating a standard market survey to determine exactly what it is a consumer wants in an apple. As the steps are introduced, please record them in your notes so you will be able to complete the assignment at the end.

The first step in creating a market survey is:

1. Ask a standard set of questions.
 - A. Ask potential customers what they like/dislike about apples.
 - B. Ask them how they normally buy apples and any specifics about their buying habits.

The second step in creating a market survey is:

2. Create a simple form.
 - A. Use multiple-choice or yes/no questions.
 - B. Make sure all people included in the survey answer the questions in the same order.

The third step in creating a market survey is:

3. Make your written survey easy to read.
 - A. Double or triple space the text.
 - B. Use broad, white margins on the top, bottom, and sides of the document.
 - C. Keep it simple by sticking with black ink on white paper.

The fourth step in creating a market survey is:

4. Identify who should fill out your survey.
 - A. Figure out the demographic you want to target.

The fifth step in creating a market survey is:

5. Give enough time for people to answer the questions.
 - A. Do not rush them.

When I say START, create a 10-question **market survey** asking consumers what they want when buying an apple. Following the steps we just learned, work in groups of two chosen by yourself. **Market surveys** will be due at the end of the period. We have 15 minutes to complete this task. What questions do you have? START!

Explain to students why agriculture does market research via market surveys for agriculture commodities.



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Great job. We have all just created a **market survey**. This method of market research is used in agriculture on a daily basis. Why does agriculture do research such as a **market survey** on apples? What is the benefit?

Elicit student responses.

Yes, it helps us determine what the consumer wants. It also helps us identify what mis**perceptions** the consumer may think about an agriculture **commodity** and allows agriculturists to fix it.

Review/Summary

Use the *Show What You Know e-Moment®* to clarify students' understanding. Begin by asking two questions that students can use to remind them of what they learned in class. Students should double check their answers with their notes.

To review today's lesson, it's time to show what you know. The purpose of this activity is to check our understanding of the information we learned today. We will be given two questions to write down on a piece of scratch paper. Please write down what you believe the answer is. After we receive the questions, we will have three minutes to answer them. What questions do you have? The questions are:

1. How can a consumer's perception about the color and shape of an apple affect their desire to purchase it?
2. Give an example of three factors that might influence a consumer's preference on what commodity they may buy.

We have three minutes. GO!

Our three minutes are up! Now, silently look back through the notes you took today and double check your answers to see if you are correct.

We all did an excellent job today. Through the activities we completed, we were able to make connections between how consumer's **perceptions** relate to their act of purchasing agriculture commodities. We also created a survey to show just how market research is used to determine what those consumer **perceptions** really are. You are on your way to becoming market experts, so next time you are making a decision on what to purchase; think about how your **perceptions** influence you!

Application

Extended Classroom Activity:

Each student will copy their survey and have 15 individuals from the community take it, return to class with their data, analyze it, and form a conclusion, properly using the scientific method.

FFA Activity:

Start a marketing plan team to work with a local agricultural business and choose a product or service to market.

SAE Activity:

Create a directed school laboratory SAE project. Create a survey for students to take that identifies the perceptions on what kinds of candies and foods that are most often desired at the students' high school concession stand. Complete the survey, draw up the results, and report them back to the person in charge of your school concession stand.

Evaluation

Students should turn in **market surveys** for a grade.

Hand out MS.AST.2.9.ASSESS.A to each student.

Answers to Evaluation

1. A
2. B
3. D
4. C
5. A



MS.AST.2.9.TM.A





MS.AST.2.9.TM.B





MS.AST.2.9.TM.C





Barriers to buying agriculture commodities

- 1. Public perception to disease, i.e., mad cow disease, swine flu**
- 2. Lack of familiarity with the food**
- 3. Color**
- 4. Shape**
- 5. Outside texture**
- 6. Organic vs. non-organic**



Market Survey Steps

- Step One:** Ask a standard set of questions. Ask potential customers what they like/dislike about apples. Ask them if they normally buy apples and any specifics about their buying habits.
- Step Two:** Create a simple form. Use multiple-choice or yes/no questions. Make sure all people included in the survey answer the questions in the same order.
- Step Three:** Make your written survey easy to read. Double or triple space the text. Use broad, white margins on the top, bottom, and sides of the document. Keep it simple by sticking with black ink on white paper.
- Step Four:** Identify who should fill out your survey. Figure out the demographic you want to target.
- Step Five:** Give enough time for people to answer the questions. Do not rush them.



Terminology

A. Market Survey: Taking a formal view of appraise or discontent about a subject by a group of people.

B. Commodity: An agriculture product that has value.

C. Perception: Intuitive recognition by the senses or the mind.



Multiple Choice:

Name: _____

Circle the correct answer.

1. **What is a market survey?**
 - a. Formal view of people's opinion on a subject
 - b. Informal view of people's opinion on a subject
 - c. Measurement of the land
 - d. Count of all the people in a market group
2. **Which one of the following possibilities is an agriculture commodity?**
 - a. Car
 - b. Pear
 - c. Light bulb
 - d. Paintbrush
3. **Market surveys find out what about the consumer's _____?**
 - a. Pocketbooks
 - b. Lifestyle
 - c. Dreams
 - d. Perceptions
4. **Perceptions can be all of these things except _____.**
 - a. Helpful to producers and consumers
 - b. Harmful to others
 - c. Always right
 - d. Based upon background of individual
5. **Market surveys should be _____.**
 - a. Simple
 - b. Complex
 - c. Extremely detailed
 - d. Essay questions



Market Survey Activity Sheet

Name: _____

1. Ask a standard set of questions.

a. Please list 5 questions below that would be relevant to the consumer purchasing apples.

- _____
- _____
- _____
- _____
- _____

2. Utilize a simple form.

a. Itemize what order the questions will be asked and how the questions will be asked.

3. Make your survey user friendly. Check off each item as you complete it.

- Questions are easy to read.
- Wide margins.
- Black ink and white paper.

4. Identify your target demographics. Who is it?

- _____

5. How do you plan to deliver your survey?

- _____