



This Little Student Went to the Market...

Middle School Food and Agricultural Literacy Curriculum

Precepts:

- D. Character
 - D1. Live with Integrity
 - D2. Accurately Assess my Values
- L. Spiritual Growth
 - L1. Nurture a Spiritual Belief System.

National Standards

- CS.09.01 -- Apply economic principles to AFNR systems (e.g., supply, demand, and profit).
- ABS.06.04.01.a. -- Explain the meaning and use of the four Ps (product, place, price, and promotion) in marketing.
- NL-ENG.K-12.12 -- Applying Language Skills
- NSS-EC.5-8.9 -- Competition in the Marketplace

Student Learning Objectives

- As a result of this **unit**, the student will be able to...
 - Recognize the importance food marketing and economics on the local, state, national, and global score of the agriculture industry.
- As a result of this **lesson** the student will be able to...
 - Explore techniques to market food products.

Content Outline

- I. **Explore techniques used to market food products.**
 - A. **Product** – merchandise: commodities offered for sale. Grocery stores tend to break their **product** into different departments for convenience and marketability.
 - 1. Grocery/General Merchandise: This includes canned foods, pastas, boxed foods, cereals, and other foods that do not fall into other categories.
 - 2. Meat and Deli: Both fresh and packaged meats are sold in the meat and deli area. Some stores even have butcher shops present.
 - 3. Frozen Foods: From TV dinners to ice cream, the frozen foods area has a variety of foods to be marketed and sold.

Time

Instruction time for this lesson: 45 minutes.

Resources

Babb, Emerson M. and Gene A. German. "Supermarket University: Instruction Manual for Supermarket Chain Simulator." Purdue University, Staff Paper 97-05, 1997.
National FFA Organization. (2009). LifeKnowledge Online. Retrieved September 1, 2009 from <http://agedlearning.org>
Hayes, K. Introduction to Food Science, Purdue University CopyMat, 2005.

Tools, Equipment, and Supplies

Overhead projector/transparencies
Two packages of the same grocery item, i.e. cereal box – one name brand, one generic
Writing surface
Writing utensil
Crayons
8x14" pieces of paper
MS.FS.3.3.TM.A – one per teacher
MS.FS.3.3.AS.A – one per student
MS.FS.3.3.ASSESS.A – one per student

Key Terms

The following terms are presented in this lesson and appear in **bold italics**:

Product

Price

Place

Promotion

- 4. Bakery: Breads, cakes, and cookies are items commonly found in the bakery. These items can be delivered or baked in the store.
 - 5. Produce: Fresh fruits and vegetables are **products** that are found in the produce aisle. This has become an especially popular department to have because of the demand for fresh foods.
 - 6. Dairy: Milk, cheese, yogurt, creams, and other dairy **products** are found in this grocery department.
- B. **Price** – the cost of a food item
 - 1. Customers generally shop at grocery stores closest to them. Therefore, stores need to offer **price** specials, **promotions**, and low **prices** to attract customers.
 - 2. This can also work in the opposite way.



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Gourmet or high-end **products** can be sold at high **prices** where there is a high demand to also attract customers.

3. Coupons also affect **price** and the number of food **products** purchased.
 4. Food **products** that are seasonal are also affected by pricing.
- C. **Place** – the location in which the food is **placed**, both the geographical location of the grocery store and food location in the store.
1. Some foods may only be available regionally. For example, fish and seafood. Grocery stores cater their food choices based upon regional preference.
 2. Grocery stores are also **placed** in regions where there is a market for those needing to purchase food. Large cities such as New York and Chicago have many different stores within walking distance for various neighborhoods to be able to shop.
 3. Location of food within the store is also important. Foods that are necessities such as dairy **products** or bread are often **placed** in the back of the store to draw customers all the way through the store. Impulse foods such as junk food or rare items are often **placed** near the cash register to encourage more purchases.
- D. **Promotion** – activities, materials, and techniques used to supplement traditional sales.
1. Frequent shopper, senior discount, carry-out, and other **promotions** in grocery stores help boost sales and retain customers.
 2. Advertising in many different ways promotes both the food **product** and the supermarket. Whether it's commercials, newspaper ads, or radio ads, these advertising techniques affect **promotion** of the food **product**.
 3. Grocery store departments can also offer "specials" where the **price** is significantly lower, i.e., meat is on sale on Wednesdays.

Interest Approach

The purpose of this interest approach is to bring awareness of marketing plays. Display the boxes/package of the name brand item and generic item in front of the room. Station yourself at the door as students enter the classroom to instruct the girls to sit on one side of the room and the boys on the other side of the room. After the groups identify all the reasons they would buy one **product** over the other in the activity outlined below, follow up with a discussion.

To deepen the discussion, it might be helpful to make copies of the nutrition label/ingredients to distribute during the discussion so they understand it's the marketing they buy into, not necessarily the **product**. This could help students analyze the impact marketing has on their perception of the implied better of the two **products** when they see there are minute differences between the **products** themselves.

Welcome to class today. As we gear up for the challenge, let's be aware that it's more than a battle of the sexes – it's a battle of the minds. Keep in mind it's a friendly battle, a race for the greatest number of keen observations. Think about the last time you went grocery shopping.

Pause between each question.

Where did you go? Which aisle did you go to? How many options did you have to choose from? How long did you stand there deciding which **product** to choose? Was the **price** a concern? Did the brand name matter to you?

We have all had SOME experience walking into a store and coming out with some type of **product**. Clothing, food, video games, books, hardware, feed or seed-corn: all things we buy.

When you hear REWIND, each side will appoint a scribe who will write down a list of every *influence* that would motivate you to buy these two **products** located on the table in front. Scribes, you will need two columns on your paper.

The names of the two **products** will be your column titles. List the influences for each **product** below the column titles. The side with the most influences for both **products** at the end of three minutes wins. All discussion and writing should end when you hear STOP. What questions do you have? REWIND!

Benchmark the time for the students as it winds down.

5-4-3-2-1-STOP! Count the number of influences the group has identified.

Have the scribe from each group announce their totals.

Totals?



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Have students share the most discreet and obvious influences from their list. If you made copies of the nutritional label, now would be a good time to distribute those copies.

What influenced our purchase?

Solicit student response.

What do these influences do to us as consumers?

Solicit student response.

Why does it work?

Solicit student response.

Let's see how marketing applies to groceries, specifically.

Get ready to go grocery shopping again! Today we will be learning how each of those food **products** is marketed to consumers. Be prepared to take notes and work diligently throughout today's lesson. Because of today's lesson, we will never look at a grocery store the same again!

Summary of Content and Teaching Strategies

Objective 1. Explore techniques used to market food **products**.

Distribute **MS.FS.3.3.AS.A** to students.

Imagine walking into your favorite grocery store. The carts are stacked neatly at the front by the doors. You grab one that is nearest to you and proceed through the sliding doors. A greeter welcomes you as you enter. You wave back, trying to determine where to go first! As your stomach growls, you are almost overwhelmed with the amount of food to choose from. The burning question in the back of your mind is "How will I ever decide what food to buy?"

Pause to let students ponder this question.

Who will be the first to share their ideas to decide what foods to purchase? Who will be next?

Solicit student answers. (Various answers may be what I am hungry for, commercials, packaging, name brand, etc.)

Great ideas! The cool thing about all of these suggestions is that they fall under basic marketing strategies for food **products**. The grocery store is truly a "super" market of food **products**! Today we will be discovering the "4 P's" of food **product** marketing and how they are utilized in a grocery store.

As we prepare to begin this journey, turn to your neighbor and say, "Let's go grocery shopping!"

Allow time for students to turn to neighbor.

Where do we begin? First, let's explore the four techniques used to convince us to purchase the food that we are shopping for. Take the next few moments to discover the information on the sheet in front of you.

In this lesson, the teacher presents the students with the basic information for the lesson then uses an e-moment to engage learning. Hand out copies of **MS.FS.3.3.AS.A** for each student. Describe each technique briefly and answer questions for the students if needed. Provide alternate examples to allow for greater ease of understanding.

Use of the *Motion e-Moment®* can take place while students remain in their seats. It incorporates motions associated with key words and phrases. Students either mimic motions demonstrated by you or create their own. For example, let's say students are studying peninsulas and bays in geography. Students could make a fist with the index finger pointed out for peninsula and cup their hand to form a backwards-shaped "C" for bay. This strategy can also be used to enhance both understanding and retention of vocabulary words.

Super heroes – Power Rangers, maybe Pokémon – all have signature moves with certain phrases they say on every show. Why do they do this?

Elicit responses.

They want the viewers to remember their catchphrase. Besides, the actions are way cool anyway (wink-wink).

Let's do the same. In order to remember how marketing is working on us when we enter a store, let's create motions to accompany the four techniques.



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Just as there are the 4 P's of marketing there are four elements of leadership. The four areas of leadership are values, belief, character, and integrity. Let's think about how the companies that produce these items sitting on the front table demonstrate leadership within their circle of influence. Let's examine each element and then determine with a thumbs up or down if the makers are showing leadership.

Solicit student answers.

Number 1: Values. Values are the things in which we strongly believe. What do these companies value?

Solicit student answers.

Number 2: Belief. Belief is having the conviction that something is right. What beliefs do these companies have about their **product**?

Solicit student answers.

Number 3: Character: Character is defined as common attitudes, beliefs, and behaviors valued by society for people to demonstrate as responsible citizens. In what ways are the companies demonstrating responsibility to their customers?

Solicit student answers.

Number 4: Integrity. Integrity is demonstrated when what a person says and what they do are in alignment. What claims do these **products** make and does that really happen for its consumers?

Solicit student answers.

Let's add motions to the four categories of leadership as well! For this, we'll go back to guys versus girls so the *(insert group that didn't win here)* have a chance to redeem themselves.

We'll take two minutes to create the motions and the entire group will share after the time is up.

Just as an example, for "**price**" we might act like we pull money out of our wallet and say, "**Price!**" as we hold the money in front of our face. What questions are there? Go!

Wow. The four areas of leadership are just as essential as the "4 P's" when marketing food **products**. We must have a strong foundation of leaders to act out the marketing processes we learned today. Now that we have this information, let's start creating our own grocery store.

Review/Summary

In the Picasso e-Moment®, pictorial associations are used to draw what the new information or concept meant to them. Meaning is in the mind of the beholder. The Picasso moment requires students to think globally about the information presented.

Get ready to use your marketing skills to create the best supermarket for *(insert local town)*. On the word SUPERMARKET, grab a set of crayons and a piece of paper.

Utilizing these tools, create a layout of a grocery store on one side, remembering the rules of **placement** and **product**. On the other side, create a **price** and **promotion** plan to sell the items in your store. Be as creative as possible. What questions are there? You have 15 minutes to complete this activity. SUPERMARKET!

What a "super" market we've created! Earlier, we discovered the way economics shape what is produced. Now we now know how grocery stores market those **products** to us! We have also seen the defining consequences in our lives, because just as food has a finished **product**, so do outcomes based upon the decisions that we make.

Let's celebrate a store-load of success today! High-five the person to your right to congratulate them on a market well done!



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Application

Extended classroom Activity:

Have students create their own “market” day, choosing marketing strategies to sell food **products** during a class period to other students. Divide students up into the different grocery store departments and transform the classroom into a store for a day.

FFA Activity:

The Ag Marketing CDE promotes marketing strategies with an agricultural commodity. Have students prepare a modified marketing report that includes the first concept of the Ag Marketing proposal to explore this CDE.

SAE Activity:

As middle school students, throughout SAE activities, students should be developing an SAE on an exploratory basis. Have students explore SAE programs that can be found in the grocery store or a farmer’s market. Connect other SAE’s that may feed into the grocery store chain. Students may create posters that demonstrate their findings during class.

Evaluation:

MS.FS.3.3.ASSESS.A

Answers to Evaluation

1. Product, Price, Place Promotion
2. A
3. B
4. Values, Belief, Character, Integrity



Product – merchandise: commodities offered for sale. Grocery stores tend to break their product up into different departments for convenience and marketability.

- Grocery/General Merchandise: This includes canned foods, pastas, boxed foods, cereals, and other foods that do not fall into other categories.
- Meat and Deli: Both fresh and packaged meats are sold in the meat and deli area. Some stores even have butcher shops present.
- Frozen Foods: From TV dinners to ice cream, the frozen foods area has a variety of foods to be marketed and sold.
- Bakery: Breads, cakes, and cookies are items commonly found in the bakery. These items can be delivered or baked in the store.
- Produce: Fresh fruits and vegetables are products that are found in the produce aisle. This has become an especially popular department to have because of the demand for fresh foods.
- Dairy: Milk, cheese, yogurt, creams, and other dairy products are found in this grocery department.

Price – the amount of money needed to purchase something

- Customers generally shop at grocery stores closest to them. Therefore, stores need to offer price specials, promotions, and low prices to attract customers.
- This can also work in the opposite way. Gourmet or high-end products can be sold at high prices where there is a high demand to also attract customers.
- Coupons also affect price and the amount of food products purchased.
- Food products that are seasonal are also affected by pricing.

Place – the location in which the food is placed, both the geographical location of the grocery store and food location in the store.

- Some foods may only be available regionally. For example, southwestern style foods typically differ from east coast style foods. Grocery stores cater their food choices based upon regional preference.
- Grocery stores are also placed in regions where there is a market for those needing to purchase food. Large cities such as New York and Chicago have many different stores within walking distance for various neighborhoods to be able to shop.
- Location of food within the store is also important. Foods that are necessities such as dairy products or bread are often placed in the back of the store to draw customers all the way through the store. Impulse foods such as junk food or rare items are often placed near the cash register to encourage more purchases.

Promotion – activities, materials, and techniques used to supplement traditional sales.

- Frequent shopper, senior discount, carry-out, and other promotions in grocery stores help boost sales and retain customers.
- Advertising in many different ways promotes both the food **product** and the supermarket. Whether it's commercials, newspaper ads, or radio ads, these advertising techniques affect promotion of the food **product**.
- Grocery store departments can also offer "specials" where the **price** is significantly lower, i.e., meat is on sale on Wednesdays.



Explore techniques used to market food products.

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Name _____

Directions: Write the correct answers in the blanks.

1. List the 4 P's of Marketing.

- A. _____
- B. _____
- C. _____
- D. _____

2. _____ Place defines not only the location of the grocery store, but where the food is located in the store.

- A. True
- B. False

3. _____ Promotion does not include advertising.

- A. True
- B. False

4. _____ What are the four areas of Leadership?

- A. _____
- B. _____
- C. _____
- D. _____