

Agri-Entrepreneurship Program



Unit: 3

Lesson: 3.3

Marketing Your Product

Precepts:

- M. Communications
 - M3. Makes effective business presentations
- J. Mental Growth
 - J2. Think creatively

National Standards:

- NL-ENG.K-12.7 Evaluating Data
- NSS-EC.9-12.7 Markets and market prices

Student Learning Objectives:

- As a result of this lesson, the student will...
1. Identify considerations in developing a promotion piece.
 2. Identify the five components of a print advertisement.
 3. Create a marketing/promotion piece for a selected product.



Instruction time for this lesson: 75 minutes

Resources:



- Schilit, W. K. *The entrepreneur's guide to preparing a winning business plan and raising venture capital*. New Jersey: Upper Saddle River. Prentice Hall, 1990.
- Barringer, B. R. *Preparing effective business plans: An entrepreneurial approach*. New Jersey: Upper Saddle River. Pearson Education, Inc. 2009.

- Lambing, P. A. & Kuehl C. R. *Entrepreneurship*. New Jersey: Upper Saddle River. Pearson Education, Inc. 2007.
 - Toooh, D. E. *Building a business plan*. New Jersey: Upper Saddle River. Prentice-Hall, Inc. 2004
-

Tools, Equipment, and Supplies:

- Photocopies of two or three brochures, fliers, or print advertisements for each student
 - Writing surface
 - Writing utensil
 - Copies of TM.1 for each student
 - Transparency copy of TM.2
 - Access to a computer lab with machines for groups of two or three students
 - Computers with Microsoft Office, PowerPoint, Publisher, and/or other applications to create print advertisements
 - Copies of the Agri-Entrepreneurship 3.3 Evaluation Flyer
-

Key Terms:

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

Advertisement

Promotion piece

Marketing piece

Interest Approach:



*Instructor should collect two or three brochures, fliers, or other type of print **advertisement** from any source prior to class. Attempt to select a piece that has grammatical errors, poor pictures, is unorganized, etc. Select another that is visually appealing, error free, and clearly communicates the message. Select others that fall within this continuum. Make photocopies of each to give the students. Have students analyze the pieces. Generate discussion based on their thoughts.*



We see brochures and fliers for products and services everywhere-- at the supermarket, in our mailbox, maybe even handed out at school. What do we typically do with these brochures?
Elicit responses.

Right, many times we throw them out, unless they catch our eye! Let's take a look at some print **advertisements** and see what we like and dislike about them. When we consider what we are doing when creating an **advertisement**, we know that we are utilizing a form of communication, an important aspect of career success.

Write the following questions on the writing surface.



What is appealing about this **advertisement**?
How could this **advertisement** be improved?

When I say, “Split up,” split into groups of two or three, and consider these questions about each **advertisement**. We’ll take about 5 minutes to do this. Choose a recorder in your group and have that person capture your group thoughts on paper. What questions are there? Split up!

Circulate through room providing students with assistance. Facilitate a brief discussion where groups share their response.



It is clear what we like and dislike about each of these print **advertisements**. In a previous lesson we discussed target markets. Who will tell us what a target market is? *Elicit responses.* Right! Why is knowing the target market important when developing a print **advertisement**? *Elicit responses.*

What do you think the target markets were for each of the **advertisements** we reviewed in class?
Elicit responses.

Great thoughts! One thing is for sure--successful entrepreneurs know how to promote their product or service. Today we are going to create a **promotion piece** for a product, keeping in mind the excellent points you brought up when looking at these **advertisements**. You know what people want to see and what they don’t. You know what is visually appealing and what is not. During today’s lesson, be ready to think analytically about what you are learning and work cooperatively in groups.

Objective 1: Identify considerations in developing a **promotion piece**.

*Present the content for Objective 1 and Objective 2 on a handout. Copy TM.1 or create your own and distribute it to your students. Explain to students that today will be spent creating a draft of a **marketing piece** for a selected product. Ideally, the instructor will make arrangements for computer use so that students may use applications like Microsoft Word, PowerPoint, or Publisher to create a high quality draft.*



There are a number of things we need to consider when developing a **marketing piece**. Today we will be creating a draft of a print **advertisement** for a selected product. We will need to consider the elements in Objective 1 and include the components listed in Objective 2. This handout is your guide for the day. Let’s take a moment to look closely at Objective 1.
Pause.

- I. Developing the **promotion piece**
 - A. Costs allocated for **advertising and promotions**

- B. Identifying **advertising** and **promotional pieces** to be used (brochures, fliers, etc.)
- C. List of media to be used (newspaper, magazine, mailer)
- D. Estimated cost of medium to be used
- E. The target market(s) you are attempting to reach

Einstein e-Moment

The Einstein Moment challenges students to create a mathematical formula for the content. The formula is not required to be true mathematically, but it should possess some sort of logic created by the student or teacher that aids in memory and recall of a concept. Assist students in developing a concise reference for the information from Objective 1. If the Einstein Moment has been used in class before, you may have students create their own equations individually or in small groups and share with the entire class. An example follows of how you might teach the entire class how to use this e-Moment. As the equation is developed, write the pieces on the writing surfaces and have students write it on the handout with the content from Objectives 1 and 2.



To be sure we understand these components, let's put them into an equation. You know the equation $E = MC^2$, right? Who came up with that famous equation?

Elicit responses.

Exactly! Albert Einstein. Much like Einstein, we can create an equation that represents important information. For example, we can take the information from Objective 1 and represent it as a mathematical equation. As we develop this equation, let's write it on the handout near the content for Objective 1.

What's the overlying theme for Objective 1?

Elicit response.

Right, developing the **promotion piece**. That is our intended outcome, so the **promotion piece** would be on one side of the equation and we might represent that by P^2 ; go ahead and write that down on your handout. So, our equation so far is $P^2 =$.

What's the first part of the equation on the right side of the equal sign?

Yes, costs allocated, which could be represented by a $\$(a)$ meaning dollars available. So, our equation is $P^2 = \$(a)$. Let's capture that on the handout.

The next component we throw into the mix is identifying potential **promotion pieces** like brochures, flyers, etc. What could we add to the right side of the equation to represent this?

Allow time for feedback.



Great ideas, another idea is to represent brochures and flyers with symbols from the periodic table. For example, brochures might be represented with Br (the chemical symbol for bromine) and flyers

might be represented by the letter F (the elemental symbol for fluorine). This reminds us of a couple of possibilities for print media products. Let's capture this in our equation on the handout. At this point our equation should look like this: $P^2 = \$(a) + BrF +$

What's next? Yes, a list of media where we might circulate our **advertisement**. We might simply represent newspapers, magazines, and mailers with the word "Ink." When we add that to the equation, we get: $P^2 = \$(a) + BrF + Ink$

Then we need to throw in estimated costs, so we might create our example from the allocated costs symbol and represent estimated costs similarly, like this: $\$(e)$. Adding this component to the equation, we get: $P^2 = \$(a) + BrF + Ink + \(e)

Finally, we come to our last component, which is?

Elicit responses.

Right, the target market, who we are going to reach. Let's simply represent this by adding a picture of a target to the end of the equation. Our finished equation should look like this on our handout:

$$P^2 = \$(a) + BrF + Ink + \$(e) + \text{🎯}$$

So, to recap, as we move to creating our draft **promotion piece**, we can quickly refer back to this equation and remember that we need to consider the dollars allocated, potential **promotion pieces** like brochures and fliers, the medium we are going to use (newspapers, magazines, or mailers), the estimated costs of that medium, and finally our target market. What questions are there?

Awesome, let's keep moving...

After completing this e-Moment, move to Objective 2.

Objective 2: Identify the five components of a print **advertisement**.

- I. Print **advertisement** components
 - A. Headline (or title)
 - B. Deck (or subhead/subtitle)
 - C. Copy (or text)
 - D. Graphics (photos or drawings)
 - E. Logo

Objective 3: Create a **marketing/promotion piece** for a selected product.

Have students split up into groups of two or three and select a product

from the list provided. Then have groups create a **marketing piece** considering the content in objectives 1 and 2.



Take 20 seconds to split up into groups of two or three.

Pause and wait for students to group.



Our task for the remainder of this lesson is to create a draft of a **marketing piece**. We want to get people's attention. Think back to what you liked and what you didn't like about those ads and brochures we looked at earlier.

Place the list of products/services from TM.2 onto overhead projector or write on writing surface.



There are a number of different products and services for which we could create **advertisements**. Let's choose one from the following list:

- Organic honey
- Locally raised, grass fed beef
- Lawn tractor repair service
- Landscaping business
- Guided hunt service
- Seasonal corn maze (or "maize")
- Gourmet organic restaurant serving locally grown foods
- Soy-wax candles
- Local produce stand
- Specialty meat shop (summer sausage, jerky, etc.)

Quickly share which product/service your group is going to prepare a **marketing piece**.

Elicit group responses.



Sounds great! When I say, "Promote," we are going to create a **marketing/promotion piece** draft within our groups. Remember, the handout is our guide for this task and it details what components should be included in your product. We are free to use any application on these computers that will allow us to complete a quality product. By the end of the class period today, we want to have a brochure or flier draft completed that we can print and share with the rest of the class. What questions are there? Promote!

Allow students time to complete draft. Circulate through room to assist and guide students through this task. Check in with each group as necessary and remind them of the amount of time left in the period. As students complete and print off, display products in an area where all students will be able to see. After all groups are finished, perform a gallery walk where students can see other groups' work.



Awesome job! Let's take a look at what the other groups have produced. Make mental notes about how each group followed the guidelines presented in the handout.

Review/ Summary:



We did a great job today of preparing a draft **marketing piece**. I really like what I see among the groups. It is obvious that we kept in mind the target markets we are aiming to reach. Ultimately, we are communicating the purpose of our business to potential customers. When we complete the National FFA Agri-Entrepreneurship Award application, we will have a guide to work from when preparing a **marketing piece**.

Application:

- ▶ Extended classroom activity:
*Contact a business or businesses in town that will allow your classes to create a **marketing piece** to be used highlighting their products and services. If one business is available, have groups of students create various options for the business to select. If there are multiple businesses to partner with, assign each group to a different business.*
 - ▶ FFA activity:
*Working with the FFA chapter fundraising committee, have students complete different print **marketing pieces** for the chapter fundraisers. The class could present their concepts to the members of the fundraising committee for use/approval.*
 - ▶ SAE activity:
*Have students create a print **marketing piece** for their entrepreneurship enterprise, for their placement enterprise, or to highlight services they provide through their SAE program. Students can include this in their record book and use it for proficiency award applications, FFA Star awards, and the National Agri-Entrepreneurship Award program.*
-

Evaluation:

*To check for understanding at the end of the lesson on students' knowledge of the components of a print **advertisement**, use the provided flyer (Agri-Entrepreneurship 3.3 Evaluation Flyer), to have students identify the components of a print advertisement. Students should compare and contrast the National FFA Week flyer, (Agri-Entrepreneurship 3.3 Evaluation Flyer), with what they have created.*

Answers to Evaluation:

Student responses will vary; however, they should be centered around concepts taught in this lesson.

- Developing the ***promotion piece***
 - Costs allocated for ***advertising*** and promotions
 - Identifying ***advertising and promotional pieces*** to be used (brochures, fliers, etc.)
 - List of media to be used (television, newspaper, magazine, mailer)
 - Estimated cost of medium to be used
- Print ***advertisement*** components
 - Headline (or title)
 - Deck (or subhead/subtitle)
 - Copy (or text)
 - Graphics (photos or drawings)
 - Logo

Selected Products/Services

- Organic honey
- Locally raised, grass fed beef
- Lawn tractor repair service
- Landscaping business
- Guided hunt service
- Seasonal corn maze (or “maize”)
- Gourmet organic restaurant serving locally grown foods
- Soy-wax candles
- Local produce stand
- Specialty meat shop (summer sausage, jerky, etc.)