



Lesson Plan 7 of 8

Marketing

Created: 02/2020 by the National FFA Organization

Description: Valent USA is a leader in sustainable solutions for a changing world, and maintaining the ability to continue feeding the growing population requires sustainability. Through this lesson series, students will have the opportunity to learn about the importance of sustainability throughout the Agriculture, Food and Natural Resources Value Chain.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Complete a strengths, weaknesses, opportunities and threats (SWOT) analysis of one Valent sustainable product.
2. Develop a marketing plan for their trail mix product.

TIME REQUIRED: 190 minutes

RESOURCES:

1. Marketing Plan CDE Primer, <https://FFA.box.com/s/02gruc0nb757rabce0tssify1cybu85e>
2. Marketing Plan Finals Hall Video, <https://vimeo.com/374416300>
3. SWOT Analysis Worksheets

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Marketing Plan CDE Primer" worksheet for each student.
2. A copy of the "Knowing Your Product" worksheet for each student.
3. A copy of the "SWOT Analysis" worksheet for each student.
4. A copy of the "Developing Goals and the Mission" worksheet for each student.
5. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.
6. A collaborative platform such as Google Docs.
7. Highlighters.
8. Marketing examples (ex. billboard picture, commercial to play, coupons or ads from magazines or newspapers)

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to the Marketing Plan Career Development Event.
2. A lesson in a Agriculture Business Marketing Unit.
3. A set of mini-lessons used to prepare a CDE team.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.06: Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA-CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA-CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG6: Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

Common Core – Writing

- CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core – Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.9.10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Common Core – Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP5: Use appropriate tools strategically.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership and Responsibility
- Think Creatively

LESSON PLAN:

1. *Bell Ringer: (5 minutes)*
 - a. Bring examples of the following items to class: coupons from the weekly circular, magazine ad, newspaper ad, billboard ad picture, commercial that can be played, etc. Ask students to analyze the items. What do they all have in common?
 - b. Explain to student that marketing is the way in which products and services are shared with targeted consumers to get them to make a purchase.

2. **Introduction:** What is a marketing plan, and why do I need one?
 - a. Students will need to gain an understanding of what a marketing plan is and why they are important for business. Ask students to name some major brands, and write those brands on the writing surface. Expected answers include: Under Armour, Apple, Netflix, Adidas, etc.
 - b. Ask students if they think that these name brands were always well-known products. Explain that success for these major companies didn't happen overnight. These companies had to develop a plan, work on their plan, and constantly evaluate and update their marketing plan in order to become successful.
 - c. Explain to students that today they will be working through the various pieces of a marketing plan and developing a plan for their own trail mix product. Also, share with students that this plan will be used to develop their "sales pitch" as the culmination of this lesson series.
3. **Activity 1: (10 minutes) Marketing**
 - a. Show students the National FFA Marketing Plan Career Development Event (CDE) overview video found at FFA.org/participate/cdes/marketing-plan/.
**It is important to note that the contest is being used as a framework for this activity. It is not expected that students compete in the event upon conclusion of the activity.
 - b. Ask students, "What are the key points of the marketing plan CDE?"
 - i. Answers may include developing marketing skills, writing a plan for a business, research, target audience, SWOT analysis, developing long- and short-term goals, developing strategies to reach goals and determining a way to evaluate the success of their marketing plan.
 - c. Explain to students that they will be completing a marketing plan for their trail mix product.
 - i. Note: Throughout the lesson, the instructor should consider showing small clips of the National FFA Marketing Plan CDE Finals Hall Video (<https://vimeo.com/374416300>).
4. **Activity 2: (30 minutes) Know your Product: Service**
 - a. Each student group will need a copy of Pages 5 through 8 from the "FFA Marketing Plans – A Primer" handbook and a copy of the "Knowing Your Product" worksheet.
 - b. Student groups will read Pages 5 through 8 and then determine the following for their trail mix product:
 - i. Features and benefits
 - ii. Unique selling proposition
 - iii. Can the product/service be easily copied?
 - iv. Cost to produce the product
 - v. Product life cycle(Option: Utilizing a shared document, the group can work together on the same document to write their marketing plan. This will allow each group member to be assigned a specific task related to the list above.)
 - c. Have students record their thoughts on the worksheet then discuss with their group.
5. **Activity 3: (30 minutes) SWOT Analysis**
 - a. Hand out one example of a SWOT Analysis from the "FFA Marketing Plans – A Primer" handbook to review as a team (Pages 9-15) (Note: There are three samples, so if you have more than three groups some will have duplicate copies).
 - b. The group will read the SWOT analysis, highlighting items that stand out. Each group should be prepared to explain the findings of their respective SWOT analysis to the class.
 - c. After reviewing the samples, student groups will create a SWOT analysis for their trail mix using the provided worksheet.
 - i. Note: Once students have completed the SWOT analysis as a team using the worksheet, they should add their analysis to the shared Google doc.
 - ii. Note: The competitors, target market and distribution plan will be recorded in Activities 4, 5 and 6.
6. **Activity 4: (30 minutes) Know Your Competitors**
 - a. Student groups will need a copy of Pages 16 through 18 from the "FFA Marketing Plans – A Primer" handbook.
 - b. Students will read Pages 16 through 18 to determine the next steps in developing their marketing plan.
 - i. Note: The instructor may choose to utilize one of many whole-class reading strategies for this portion of the activity, such a "popcorn" or "read around the room" strategy.
 - ii. Competitors can be recorded on the "SWOT Analysis" worksheet.
 - c. Once students have read the information on knowing your competitors, they will work in their student groups to develop this portion of their marketing plan.
 - i. As the instructor moves through the room and interacts with groups, ask groups to consider who their competitors are and who their customers may be.

7. **Activity 5: (30 minutes) Your Target Market**
 - a. Student groups will need a copy of Pages 19 through 21 from the "FFA Marketing Plans – A Primer" handbook.
 - b. Using Pages 19 through 21 as a guide, student groups will work together to determine their target market and research their customer.
 - c. At the end of this activity, have each group share who their target market is and what they learned about their customer. Since all students have developed a trail mix product, their target market will likely be similar. The activity will allow students to share their learning with other groups.
 - d. After sharing around the room, allow a few minutes for each group to discuss their target markets again and change or edit their information based on what they learned from their peers.
 - e. Their target market can be recorded on the "SWOT Analysis" worksheet.
8. **Activity 6: (20 minutes) Distribution**
 - a. Distribution is a critical element in selling a product. Review the supply chain information students learned in the previous lesson and explain to students that they can lean on that knowledge as they determine their distribution network.
 - b. Students groups will need a copy of Pages 22 through 24 from the "FFA Marketing Plans – A Primer" handbook.
 - c. Each group will read this information and then determine how they plan to distribute their product.
 - d. Once students have determined how they will distribute their product, they will add it their marketing plan document. The distribution plan can be recorded on the "SWOT Analysis" worksheet.
9. **Activity 7: (30 minutes) Developing Company Goals and a Mission Statement**
 - a. Hand out the "Developing Goals and the Mission" worksheet to each student. Ask students to find and identify the mission statement of Valent USA. Once they have found the mission statement, they will circle all of the action words in the statement.
 - b. Using the Valent Company mission statement as an example, students will create a mission statement for their trail mix product.
 - c. Next, show this quick video on "Goal Setting" (<https://youtu.be/yA53yhiOe04>).
 - i. Explain to students that the next piece of their marketing plan is to develop company goals.
 1. Review the components of a SMART goal and discuss examples and non-examples of SMART goals. Note: Students may use Pages 30 through 37 of "FFA Marketing Plans – A Primer" handbook as a resource.
 2. During this activity, students will need to set the following SMART goals for their company:
 - a. Financial Goal
 - b. Awareness and Media Goal
 - c. Sales Goal
 3. Students will also need to write a mission statement
 - ii. Students will add all their goals to their shared document.
10. **Activity 8: (30 minutes) The Final Product**
 - a. Explain to students that today they have worked on key pieces of their marketing plan.
 - b. Provide students some examples of national finalist marketing plans (<https://FFA.app.box.com/s/2h80ltdd9dsnjvpoj1skjq96omgh4yx4/folder/50552939267>).
 - c. Allow students time to finalize their marketing plan by working on the formatting, adding images, etc.
 - i. Students should use the national finals plans provided as examples.
11. **Follow-up:** Hold a class discussion about the challenges they faced when developing their marketing plan. The instructor can extend the discussion by asking application level questions such as "What challenges does Valent face when developing a new product?" "How does Valent USA determine their target audience and complete consumer research?" etc.
12. **Leveling Up:** Have students choose a sustainable product from Valent USA and complete a SWOT analysis for that product.
13. **Exit Ticket:** A completed marketing and presentation plan from each group.

NAME: _____

Aligned to the following standards:

CS.06; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; AG6; CCSS.ELA.W.9-10.2; CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.2;
CCSS.ELA.SL.9-10.4; CCSS.ELA.WHST.9.10.4; CCSS.ELA.WHST.9.10.6; MP1;
MP3; MP5; MP6; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08; CRP.11

Knowing Your Product

DIRECTIONS:

Knowing your product is important to ensure that you are meeting the needs of your customer and staying competitive in a fast-paced market. **Read Pages 5 through 8** from the "FFA Marketing Plans – A Primer" handbook, <https://FFA.box.com/s/02gruc0nb757rabce0tssify1cybu85e>. Working with your group, brainstorm the following components of your trail mix product. If using a shared document, be sure to include everything below once you have talked with your teammates!



What are the features and benefits of your trail mix product?
Brainstorm at least two.

1. _____
2. _____



What is your unique selling proposition?

Can your product/service be easily copied? Why or why not?

**DO NOT
COPY**

What is the cost to produce the product?



What is the product life cycle? (Ex. A VCR used to be the way to watch movies in the early 90s, but as DVDs became more popular, VCRs disappeared.)

NAME: _____

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FFA.CS-N; AG6; CCSS.ELA.W.9-10.2; CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.2;
CCSS.ELA.SL.9-10.4; CCSS.ELA.WHST.9.10.4; CCSS.ELA.WHST.9.10.6; MP1;
MP3; MP5; MP6; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08; CRP.11

SWOT Analysis

DIRECTIONS:

After reading through the SWOT analysis section in the "FFA Marketing Plans – A Primer" handbook, think about your product and your company, look inward to evaluate the strengths and weakness, and then look externally for growth opportunities and threats that may affect your business.

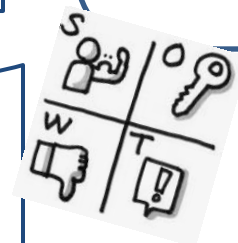
<u>Strengths</u>	<u>Weaknesses</u>
<u>Opportunities</u>	<u>Threats</u>

Who are your top 2 competitors?

Describe your target market.

How will you distribute your product?

Why is it important for companies to complete a SWOT analysis?



NAME: _____

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CS.06; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; AG6; CCSS.ELA.W.9-10.2; CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.2;
CCSS.ELA.SL.9-10.4; CCSS.ELA.WHST.9.10.4; CCSS.ELA.WHST.9.10.6; MP1;
MP3; MP5; MP6; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08; CRP.11

Developing Goals and the Mission

DIRECTIONS:

After reading about developing goals and missions, work with your team to outline your goals and develop your mission. **Reference Pages 30 through 37** in the "FFA Marketing Plans – A Primer" handbook for additional information.



Mission Statements

1. What is the mission statement for VALENT USA?

2. With a colored pen, circle the action words in the mission statement that you just recorded above.

3. Create a mission statement for your company. Be sure to include action words and incorporate sustainability.

4. Does your mission statement align with your companies goals? Why or why not?

What is your financial goal?

What is your awareness and social media goal?

GOAL SETTING



What is your sales goal? Be realistic!

Why is it important to have a completed marketing plan?

NAME: _____

Aligned to the following standards:

CS.06; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; AG6; CCSS.ELA.W.9-10.2; CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.2;
CCSS.ELA.SL.9-10.4; CCSS.ELA.WHST.9.10.4; CCSS.ELA.WHST.9.10.6; MP1;
MP3; MP5; MP6; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08; CRP.11

KEY: SWOT Analysis

DIRECTIONS:

After reading through the SWOT analysis section in the "FFA Marketing Plans – A Primer" handbook, think about your product and your company, look inward to evaluate the strengths and weakness, and then look externally for growth opportunities and threats that may affect your business.

<u>Strengths</u> Answers will vary.	<u>Weaknesses</u> Answers will vary.
<u>Opportunities</u> Answers will vary.	<u>Threats</u> Answers will vary.

Who are your top 2 competitors?

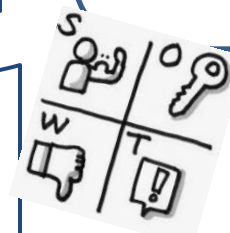
Answers will vary.

Describe your target market.

Answers will vary.

How will you distribute your product? Answers will vary.

Why is it important for companies to complete a SWOT analysis? By completing a SWOT analysis, you can gain great insight into your company and product to more effectively move forward.



NAME: _____

Aligned to the following standards:

CS.06; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; AG6; CCSS.ELA.W.9-10.2; CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.2;
CCSS.ELA.SL.9-10.4; CCSS.ELA.WHST.9.10.4; CCSS.ELA.WHST.9.10.6; MP1;
MP3; MP5; MP6; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08; CRP.11

KEY: Developing Goals and the Mission

DIRECTIONS:

After reading about developing goals and missions, work with your team to outline your goals and develop your mission. **Reference Pages 30 through 37** in the "FFA Marketing Plans – A Primer" handbook for additional information.



Mission Statements

1. What is the mission statement for Valent USA?

To develop register and market innovative, technological solutions for crop production and pest management that deliver value for customers and stakeholders.

2. With a colored pen, circle the action words in the mission statement that you just recorded above.

3. Create a mission statement for your company. Be sure to include action words and incorporate sustainability.

Answers will vary.

4. Does your mission statement align with your companies goals? Why or why not?

Answers will vary.

What is your financial goal?

Answers will vary.

What is your awareness and social media goal?

Answers will vary.

GOAL SETTING



What is your sales goal? Be realistic!

Answers will vary.

Why is it important to have a completed marketing plan?

By completing a marketing plan you have effectively analyzed your product/company and now know how to move forward competitively in your respective market.

NAME: _____

Aligned to the following standards:
CS.06; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; AG6; CCSS.ELA.W.9-10.2; CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.2;
CCSS.ELA.SL.9-10.4; CCSS.ELA.WHST.9.10.4; CCSS.ELA.WHST.9.10.6; MP1;
MP3; MP5; MP6; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08; CRP.11

Marketing Plan Rubric

	Points Allowed	Points Earned	Comments
Features and benefits of the product are clearly stated.	5		
A unique selling proposition is provided.	5		
The cost of production is clearly stated and is reasonable.	5		
The product life cycle is addressed.	5		
A thorough SWOT analysis has been conducted, and a summary of the findings is included.	10		
The plan has clearly identified at least two reasonable competitors, and details of the competitors' product are provided.	10		
The target market has been clearly identified, and research regarding the target market is included.	10		
The marketing plan addresses product distribution and considers the supply chain.	5		
The mission statement and company goals are clearly identified in the marketing plan. Goals are listed for financial growth, social media and sales. The mission statement is reasonable and includes action words.	15		