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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Marketing |
| **Course Name** | Marketing |
| **Lesson/Unit Title** | Understanding the Need for Market Information |
| **TEKS Student Expectations** | **130.387. (c) Knowledge and Skills**(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives(A) The student is expected to identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers(B) The student is expected to develop short- and long-term personal goals(14) The student knows that private enterprise is based on independent decisions by businesses and limited government involvement(A) The student is expected to determine characteristics of a private enterprise system(B) The student is expected to explain the advantages and disadvantages of private enterprise(16) The student knows that changes in the economy include prosperity, recession, depression, and recovery and are collectively referred to as the business cycle. (A) The student is expected to explain the concept of business cycles(B) The student is expected to describe the impact that phases of a business cycle have on the economy(20) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome (A) The student is expected to explain the communication processes as used in promotional activities(B) The student is expected to evaluate types of promotion(C) The student is expected to understand the concept of promotional mix**130.386. (c) Knowledge and Skills** (2) The student knows business concepts and explains how business satisfies economic needs. (A) The student is expected to categorize business activities such as production, marketing, management, or finance(B) The student is expected to analyze the interdependence each business activity has with marketing |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Students will be able to:* Define discretionary purchases by consumers.
* Describe the categories of information needed by marketers.
* Explain the types of information needed for effective marketing decisions.
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| **Rationale** | In this lesson, students will explore the need for marketing information and how that relates to consumer differences in a global marketplace. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Discretionary purchases-purchases that are not essential/consumers can decide whether or not to purchase these items.
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| **Materials/Specialized Equipment Needed** | * Independent Practice Assignment #1 Customer Survey for a Restaurant or Automobile Dealership
* Customer Survey for a Restaurant or Automobile Dealership Rubric
* Independent Practice Assignment #2 Marketing to the Generations Part Five
* Marketing to the Generations Rubric
* Internet
* Construction paper
* Scissors and glue
* Poster board
* Newspapers
* Computers for students to complete projects.
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | * Ask students to describe how their family’s needs have changed as the children in the household grew older. Ask students how values and purchases change for an aging population.
* Ask students to research the Gallup Corporation. What is the mission/purpose of this company? How do businesses use market research?
* “Not all consumers even in the same age group are created alike.” Ask students to explain what this statement means.
* Survey the class to determine how many students have a job. Then ask those students with jobs if they are satisfied with their purchase choices. Define discretionary income and good/bad strategies used by consumers when spending discretionary income.
* Survey the class to determine if any students desire to be politicians. Then explain how political campaigns monitor success through research polls conducted by organizations like The Gallup Corporation. Ask students why an increasing number of businesses are counting on research companies to find out about customer satisfaction with their company.
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| **Direct Instruction \*** | I. The Need for InformationA. Consumer DifferencesB. Expanding Choices for Discretionary PurchaseC. CompetitionD. The Global MarketplaceA. Ask students to write a paragraph about what good or service they enjoy buying. They must explain their strategy for making purchases in this category of goods or services.D. Ask students how many of the products they own are imports. How have events like the Olympics influenced the international marketplace?II. Deciding on Information NeedsA. Approaches to Planning1. Information from customers2. Information from sales associates3. Information from marketing researchB. Categories of Information1. Consumers a. Age b. Gender c. Income d. Education e. Family size f. Occupation g. Attitudes h. Primary needs i. Purchase frequency j. Brand preferences k. Information needs l. Media preferences m. Shopping behavior2. Marketing mix a. Basic products b. Product features c. Services d. Product packaging e. Guarantees f. After-sale-customer service g. Product price h. Credit choices i. Discounts j. Location and method of sale k. Type of distribution used l. Promotion and sales methods m. Promotional message n. Promotional media3. Business environment a. Type of competition b. Competitors’ strengths c. Competitors’ strategies d. Economic conditions e. Government regulations f. New technology g. Consumer protection h. Ethical issues  i. Tax policies  j. Proposed laws  k. International marketsA. Survey students to determine how many have been asked to complete a company survey. What is the reason for the survey? Did the student have an incentive for completing the survey?Ask students to describe a situation where they received outstanding customer service and a situation where the service was awful. What was missing in the second experience and how could that company benefit from customer feedback?B. Ask students to define the current economic climate. How has climate affected their purchasing decisions?*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Guided Practice \*** | * “When people earn more money, they become addicted to spending more money.” What does this statement mean?
* Ask students to describe what type of after-sale customer service they expect to receive from a new car dealership.
* Ask students to explain how the global marketplace has affected product choices and prices.

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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Independent Practice Assignment #1 - students will use Customer Survey for a Restaurant or Automobile Dealership to design a short customer survey for a restaurant or automobile dealership service center. The survey should include 10 questions with a rating scale of 1-5, 5 being the best rating. Students will present their findings to the class.
* Independent Practice Assignment # 2 - students will complete Part Five of the “Marketing to Generations” project. Use Marketing to the Generations Rubric as the evaluation tool for this project

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| **Lesson Closure** | 1. Why must a business pay attention to an individual consumer’s personal needs?
2. Every consumer is different and has their own special needs. Each person has different expectations from the business.
3. What is a discretionary purchase?
4. This is a purchase beyond basic needs, something that is not necessary for survival
5. How do businesses compete for sales of items with little differences?
6. emphasize brand name, availability, and price
7. Why does a business need marketing research when entering a new international market?
8. to collect information about the country, consumers, values, and economy
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| **Summative/End of Lesson Assessment \***  | **Informal Assessment:*** Instructor will observe students during Independent Practice assignments, class discussion, and class participation.
* Instructor will assist individual students as needed.

**Formal Assessment:*** Use Marketing to the Generations Rubric to evaluate the Fifth part of the “Marketing to the Generations” project. The Customer Survey for a Restaurant or Automobile Dealership Project will be evaluated using the Customer Survey for a Restaurant or Automobile Dealership Rubric for completeness and quality of questions.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **References/Resources/****Teacher Preparation** | * Marketing, Third Edition, James L. Burrow, Southwestern Cengage, Learning
* Marketing Essentials, McGraw Hill
* USA Today and local newspapers
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | * Ask students to create a survey for students to complete about the high school cafeteria. No leading questions can be asked on the survey. Students will conduct the survey to determine how the cafeteria can meet the expectations of its customers.
* Ask students to research another country to learn about their standard of living, demand for goods and services, and unique cultural trade practices. Prepare a report about doing business in that country.
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| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)