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Getting Ready to Read: **Previewing a Text**

INTRODUCTION TO MARKETING Grade 11 (BMI3C): General Activity

A well-designed textbook has a variety of elements or features that are applied consistently to help the reader locate and use the material. Some textbooks have more of these features, and clearer cues, than others do. Previewing a course text can help students to identify the text features and use them more efficiently.

Purpose

- Learn how to navigate a marketing textbook.
- Examine the layout and features of a marketing textbook.
- Provide a creative introduction to a marketing textbook.
- Improve study habits.

Payoff

Students will:

- Become familiar with different course texts.
- Use strategies for effectively previewing and locating information in different textbooks, using the table of contents and glossary.
- Improve efficiency in using a textbook.

Tips and Resources

- Most informational texts use a variety of visual, graphic and text features to organize information, highlight important ideas, illustrate key concepts, and provide additional information. Features may include headings, subheadings, table of contents, index, glossary, preface, paragraphs separated by spacing, bulleted lists, sidebars, footnotes, illustrations, pictures, diagrams, charts, graphs, captions, italicized words or passages, boldface words or sections, colour, and symbols.

Cross-Curricular Literacy: Strategies for Improving Secondary Students' Reading and Writing Skills, pp. 20-21.

Further Support

- Discuss significance of Edition, Publishing Company, Copyright, Acknowledgments and List of Reviewers with students.
- Encourage students to preview some of the features of the textbook prior to the beginning of the activity, individually or with a partner.
- Have students create text search prompts for other course-related materials.
- Provide supportive feedback for students who perform well or who provide relevant input.



Getting Ready to Read: Previewing a Text

INTRODUCTION TO MARKETING Grade 11 (BMI3C): General Activity

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select a subject-related textbook. • Create a textbook search handout to guide students to particular features of the textbook. See Student Resource, <i>Previewing The Marketing Textbook</i>. • Photocopy class set of Student Resource handout. • Determine if students will work individually or in pairs to complete the handout. 	<ul style="list-style-type: none"> • Ask questions for clarification of the task. • Review the handout.
<p>During</p> <ul style="list-style-type: none"> • Circulate to assist students with questions. • Provide time for students to share their findings with other students. 	<ul style="list-style-type: none"> • Read the handout and respond to the questions. • Share and compare findings.
<p>After</p> <ul style="list-style-type: none"> • Read the questions out loud and select students to provide answers. • Provide more discussion on important elements of the text including Table of Contents and Glossary. • Provide time for general discussion of findings. • Ask students to use the text features to complete a relevant reading task. See Teacher Resource, <i>Getting Ready to Read: Analyzing the Features of a Text, Think Literacy, Cross-Curricular Approaches, Grades 7-12, pp. 12-14</i>. 	<ul style="list-style-type: none"> • Provide answers to the questions. • Identify additional information found while completing the handout. • Make connections between different texts, noting the features that are common to many texts and subject areas and those that are unique to a particular text or subject area.



Getting Ready to Read: Previewing a Text

INTRODUCTION TO MARKETING Grade 11 (BMI3C): General Activity

PREVIEWING THE MARKETING TEXTBOOK

M	Make a prediction about what you can expect to learn in this textbook.	
Y	Yellow is a colour that is used for effective advertising. List two other colours that are used throughout this textbook for effectiveness.	
M	Meaningful chapter headings outline key concepts. Select a chapter and provide a list of the first three headings in the chapter.	
A	A glossary provides a brief definition of key terms found in the text. What is the first and last word located in the glossary?	
R	Real products are mentioned in the textbook to help you connect with the subject. List two products and the subject they are connected to in the textbook.	
K	Knowledge of a variety of careers in marketing is made available to increase your interest. Locate the names of two careers that are discussed in the text.	
E	Extra help for you to master the contents are located throughout the textbook. What part of the textbook do you think will be most helpful for you?	
T	The table of contents provides structure for each chapter. Locate the table of contents and list three major divisions that are common in each chapter.	
I	Indexes are alphabetical lists of the main ideas and people discussed in the textbook. Locate two ideas and people, that you recognize, from the index.	
N	No textbook is without good design. What two things do you like about the design of the textbook and why?	
G	Graphs convey statistical information. Locate a graph and write the page number the graph is found on. What information is being conveyed?	
T	The cover of the book should convey a message. What do you think the message of this cover is?	
E	End of chapter summaries provide a review of major concepts covered in the chapter. List two headings found in a chapter review.	
X	X-rays take pictures. Why are pictures important in the textbook?	
T	Technology has not replaced your marketing textbook. The textbook will assist you in learning more about marketing. Enjoy the textbook and the course!! Make one additional comment.	





Writing for a Purpose: **Using Templates: Writing a Marketing Plan**

Introduction to Marketing Grade 11 (BMI3C): (Marketing Opportunities)

When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A template or framework is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft.

Purpose

- Provide students with a template to scaffold their understanding of a marketing plan and help them organize information before drafting the piece.
 - Describe the intent of the marketing plan.
 - Describe the general steps the student will need to take to create a marketing plan.

Payoff

Students will:

- learn the common expectations for the form and components of a marketing plan.
- organize their writing and ensure that it meets the requirements of the assignment.

Tips and Resources

- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. Reference to marketing plans in Marketing or Entrepreneurship textbooks is recommended to provide guidelines and samples for students. The same template that is used for structuring student writing can be used initially to analyze examples of a writing form. Using the template to deconstruct a piece of writing before writing their own version gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.
- There are numerous opportunities for application of this strategy in BMI3C, Introduction to Marketing, course planning. The course profile recommends that the marketing plan be tied into other units as appropriate topics are introduced.
- See the explanations and templates for writing a marketing plan, in the following resources:
 - Student/Teacher Resource, *The Marketing Plan Components*
 - Student Resource, *Marketing Plan Template*
- A computer lab for word processing is an effective place to carry out this activity.
- Use in conjunction with *Peer Editing*, p. 132, *Think Literacy Cross-Curricular Approaches Grades 7-12..*

Further Support

- The template for any individual writing assignment can be revised to make accommodations necessary for students with special needs (e.g., reduce the number of paragraphs or supporting details, create differing expectations for research or for the complexity of the main idea).



Writing for a Purpose: Using Templates: Writing a Marketing Plan

Introduction to Marketing Grade 11 (BMI3C): (Marketing Opportunities)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> The use of a new product concept is recommended for this project. These concepts should be innovative and reasonable. Make overheads of the Student/Teacher Resource: <i>The Marketing Plan Components</i> and the Student Resource: <i>Marketing Plan Template</i>. Make photocopies and distribute <i>The Marketing Plan Components</i> and <i>Marketing Plan Template</i>. 	<ul style="list-style-type: none"> Students do not have to explain the specific technical aspects of how the product will actually be produced. Products such as a new soft drink, cereal, or chocolate bar can be used. The student creates a unique selling point (USP) for the product.
<p>During</p> <ul style="list-style-type: none"> Read <i>The Marketing Plan Components</i> aloud; discuss the parts of the marketing plan, the purpose and the payoff. Ask aloud, "What happens in this paragraph/part of the marketing plan?" Elaborate, where necessary, on the components. Ask the students to work in groups of four to deconstruct the example. Engage students in a whole-class discussion following their group work and record responses about what happens in each part of the marketing plan. Distribute the template to students to help them consolidate their understanding of what happens in each part of the marketing plan. Direct the students to use the template to organize the information they have researched and prepared for this assignment. Monitor the students' work as they begin completing the template. 	<ul style="list-style-type: none"> Follow along as the teacher reads <i>The Marketing Plan Components</i>; follow the teacher's oral explanation of a marketing plan. Read <i>The Marketing Plan Components</i> after the teacher completes the oral deconstruction of the marketing plan. Work in groups of four to determine what happens in each part of a marketing plan by asking "What happens in this paragraph/part of the piece of writing?" Contribute responses to the whole-class discussion. Begin the completion of the template by adding the information they have researched or prepared (e.g., results of data gathered through survey or background information searched on the Internet). Begin the completion of the assigned marketing plan.
<p>After</p> <ul style="list-style-type: none"> Give direction for the peer-editing process outlined on p. 132 or use <i>Proof Reading Without Partners</i>, p. 136 of <i>Think Literacy Cross-Curricular Approaches Grades 7-12</i>. Remind students that they are not responsible for correcting all the writer's errors, but that they can underline areas of concern, or circle words that should be checked for spelling or usage. 	<ul style="list-style-type: none"> Complete the template. Peer-edit your partner's template. Complete the marketing plan. Exchange pieces of writing with a partner. Individually read and annotate the partner's work (circling, underlining, and writing questions or comments). Remember that the writer owns the writing; therefore, the reader is not primarily responsible for correcting all the writer's errors.



Writing for a Purpose: **Using Templates: Writing a Marketing Plan**

Introduction to Marketing Grade 11 (BMI3C): (Marketing Opportunities)

The Marketing Plan Components

A marketing plan is a dynamic document, which focuses on bringing marketing strategies to life. The marketing plan is a roadmap for carrying out marketing activities and implementing marketing strategies. It is a multi-step process that requires the following parts.

Part 1: Introductory Information

Introduction of the product/firm and detailed product description

Industry data (e.g. industry growth statistics, type of industry etc.)

Customer Analysis

Identification of target markets:

Characteristics (Demographics and Psychographics)

Potential market size (number of people, sales estimates in units and dollars)

Reference to potential international markets

Competitor Analysis

Identification of current competition :

(discussion of their position in the Marketplace, strengths and weaknesses, their image etc.)

External Environment

Analysis of economic, technological, political, legal, cultural and social environments as applicable.

S.W.O.T. Analysis

Strengths, weaknesses, opportunities and threats based on the above (e.g., company resources, customers, competitors, and the external environment). The S.W.O.T. analysis should provide a summary of the key points.

Part 2: The Marketing Program

The suggested approach for Part 2 is to ensure **Objectives, Strategies and Tactics** are discussed for each element of the marketing mix. Definitions and examples for these terms are provided below using an example of a fragrance for males, aged 15-29.

Objectives: Objectives are simply the **goals**. The objective provided here would be one of the promotional (advertising) objectives for the new brand.

Example: Create awareness of the brand and achieve a 5% market share within the specified market segment.

Strategies: Strategies are broad plans of action companies develop to help them attain their objectives.

Example: Use non-traditional advertising.



Tactics: Tactics are more **detailed courses of action** than strategies.

Example: Focusing on the Internet as a medium and using celebrities from extreme sports in ads with a humorous twist would satisfy the criteria of non-traditional advertising.

In addition to Objectives, Strategies and Tactics for each of the 4Ps the following areas should be considered and discussed in the Marketing Plan.

Marketing Research

Issues requiring research (product characteristics, customers, marketing mix effectiveness, competition etc.)

Type of research required (i.e. research strategy)

Product

The product's USP (Unique Selling Point)

Product liability, safety and social responsibility considerations, branding and Image

Packaging (e.g., design, promotion, protection)

Once you have the rough sketch of your package design, consider the best material. If the type of material/paper you would like to use is not available, you may use construction paper and explain how the ideal packaging would be constructed.

Place

Type of channel

Customer service level required

Major characteristics of channel members (wholesalers, retailers)

Promotion

Desired positioning: What is the main message (theme) to be used in various mediums?

TV/Radio Advertisement

Develop a 30 second or 60 second radio or television commercial for your product. Prepare a script or storyboard using an effective strategy, appropriate to your target market and product and prepare a taped version of your advertisement.

Note: If the technology is available, students may prefer to prepare on-line advertising.

Print Advertisement

Prepare a magazine, newspaper, direct mail or billboard ad. Ensure you have incorporated the 4 (some texts use 5) main parts of an ad.

Price

Nature of demand (price sensitivity and elasticity)

Pricing strategies: What pricing strategy is most appropriate when industry status, competition, target market and the required investment are taken into consideration?

Markup chain in channel

Profitability (gross margin)

Financial Considerations

Pro-forma (estimated) income statement

PART 3: FUTURE CONSIDERATIONS

Future plans for longer term product and/or company growth (e.g., line extensions, related new product concepts, advertising and promotional plans).

Expected changes over the Product Life Cycle



Writing for a Purpose: Using Templates: Writing a Marketing Plan

Introduction to Marketing Grade 11 (BMI3C): (Marketing Opportunities)

Marketing Plan Template

Part 1: Introductory Information	
Detailed Product Description <ul style="list-style-type: none">✓ Details: the uniqueness of the product, materials used and why✓ General statements about why you are better than competition	
Industry/Market Statistics <ul style="list-style-type: none">✓ General research information or data✓ Size of related markets✓ Trends, which may affect your business	
Customer Analysis/Target Market <ul style="list-style-type: none">✓ Demographics✓ Psychographics research✓ Primary markets✓ Secondary markets	
Competitor Analysis <ul style="list-style-type: none">✓ Competitors strengths✓ Competitors weaknesses✓ Competitors images <p>(A chart is useful to summarize competitive data.)</p>	
External and SWOT Analysis <ul style="list-style-type: none">✓ Analysis or strengths, weaknesses, opportunities and threats✓ External factors affecting the industry✓ External factors affecting your business	



Part 2: The Marketing Program	
Market Research <ul style="list-style-type: none"> ✓ Important issues ✓ Sample surveys ✓ Summary of survey results ✓ Comments 	
Product <ul style="list-style-type: none"> ✓ Product line features ✓ Product line benefits ✓ Image ✓ Logo 	
Packaging Rationale <ul style="list-style-type: none"> ✓ Materials ✓ Colours ✓ Shape and size ✓ Unique features 	
Packaging Design <ul style="list-style-type: none"> ✓ Innovative design ✓ Appropriate materials 	
Place <ul style="list-style-type: none"> ✓ Explanation of preferred channel ✓ Characteristics of channel members 	
Promotion <ul style="list-style-type: none"> ✓ Image and positioning of the product ✓ Advertising concepts (TV and/or radio) ✓ Commercials ✓ Print ad 	
Price <ul style="list-style-type: none"> ✓ Nature of the demand ✓ Pricing strategies 	
Part 3: Future Considerations	
Future Growth <ul style="list-style-type: none"> ✓ Company/brand growth ✓ Line extensions ✓ New Product concepts ✓ Future advertising plans based on product life cycle ✓ Future promotional plans based on product life cycle 	

Generating Ideas: Rapid Writing

Introduction to Marketing, Grade 11 (BMI3C): Marketing Opportunities (Key Competencies)

When students engage in *rapid writing* at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

Purpose

- Help students to start writing and ultimately to produce more writing.
- Encourage fluency in generating ideas for writing on any topic, in any subject area.
- Help students begin organizing ideas.

Payoff

Students will

- Rapidly generate fresh ideas about topics in marketing.
- Write down ideas without self-editing.
- Generate draft material for more polished work.
- Complete writing activities on time, overcome writer's block, and improve test-taking skills.

Tips and Resources

- There are numerous opportunities for application of this strategy in Introduction to Marketing course planning.
- A computer lab for word processing is an effective place for students to do this work.
- This strategy may also be used
 - to review classroom work, including previous notes, reading the text, magazine or newspaper
 - in conjunction with brainstorming
- Use rapid writing regularly in the marketing classroom, and have students select the day's topic. Possible topics might include defining the term marketing, describing consumer profiles, recalling factors that impact buying decisions, listing competition in the marketplace for products and services, gathering data to create surveys, brainstorming advantages and disadvantages of different types of advertising and media and recalling slogans.
- Students can apply this strategy when writing tests or examinations by "scribbling down" information they are afraid of forgetting just before they begin responding to the questions.
- For more information, see:
 - Student/Teacher Resource, *Tips for Rapid Writing*.
 - Teacher Resource, *Rapid Writing Exercise*.

Further Support

- Write the topic on the board, and do not repeat it orally if a student comes in late. Instead, point at the board. This also reinforces the topic for visual learners and for students who have poor aural memory.
- Encourage students to use the rapid writing strategy to overcome anxiety for tests or assignments.
- Use timed writing for parts of a task (e.g., as many words as possible in three minutes, then as many more as possible in the next three minutes).
- Vary criteria and the amount of time you give students: some students may need to work in point form or stop and break after three minutes.
- Save completed rapid writing samples to use later to teach writing conventions or organization of ideas.
- Create a competition for the longest lists in the quickest time.
- Post the topic-related vocabulary in the classroom as an aid for struggling students.



Generating Ideas: Rapid Writing

Introduction to Marketing, Grade 11 (BMI3C): Marketing Opportunities (Key Competencies)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Explain that the purpose of rapid writing is to allow students to record what they know about the topic without worrying about repetition, spelling, grammar, or any other error. Give directions for rapid writing. See Student/Teacher Resource, <i>Tips for Rapid Writing</i>. 	<ul style="list-style-type: none"> Read the Student/Teacher Resource, <i>Tips for Rapid Writing</i>. Have paper and pen or computer ready. Ask for clarification if required.
<p>During</p> <ul style="list-style-type: none"> Review directions. See Student/Teacher Resource, <i>Tips for Rapid Writing</i>. Read and record the topic on the board from Teacher Resource, <i>Rapid Writing Exercise</i>. Give the signal to begin. Time the students (3 to 7 minutes). Give the signal for students to stop writing. (You may want to give them a one-minute warning.) 	<ul style="list-style-type: none"> At the starting signal, write or type as quickly as possible without stopping or making any corrections.
<p>After</p> <ul style="list-style-type: none"> Debrief. Ask students to count the number of words they have written. Ask who has at least “x” words, until only one or two hands remain up. Discuss each career list based on what the students have written. Encourage students who don’t usually participate. Focus the students’ attention on how their rapid writing can be the starting point for more polished pieces. Alternatively, as a follow-up direct students to begin classifying and organizing their ideas. Alternatively, organize students into small groups to share their rapid writing and to compose a short collaborative paragraph on the topic. 	<ul style="list-style-type: none"> Count and record the number of words. Discuss each career list by reading aloud parts of what they have written. In pairs, explain the thinking behind the categories used. One student from each group reads the paragraph to the class.

Notes



Tips for Rapid Writing

- Write as fast as you can.
- No corrections or erasing allowed.
- Write until your teacher says STOP – do not stop before!
- Don't lift your pen/pencil from the paper or remove your hands from the computer.
- If you get stuck, jumpstart your brain by writing the topic title and extending it to a sentence.
- When your teacher says, 'STOP!' count and record the number of words you have written.
- Be prepared to discuss your topic; use the writing you have done to start you off.



Rapid Writing Exercise

Topic

List key competencies, skills and abilities required for a career in one of the following:

Sports Agent

Retail Buyer

Product Designer

Possible Answers:

Sports Agent	Retail Buyer	Product Designer
<ul style="list-style-type: none"> ○ negotiating skills ○ oral communication skills ○ math skills ○ ability to read and write contracts ○ analytical thinker ○ knowledge of sports ○ problem solver ○ experience dealing with media ○ public speaker ○ passion ○ able to travel ○ team player ○ patience ○ organization skills 	<ul style="list-style-type: none"> ○ knowledgeable about trends ○ effective communicator ○ negotiating skills ○ oral communication skills ○ math skills ○ ability to read and write contracts ○ effective writing skills ○ ability to forecast ○ research skills ○ decision making skills ○ analytical thinker ○ presentation skills ○ passion ○ able to travel 	<ul style="list-style-type: none"> ○ creative ○ conceptual thinker ○ imaginative ○ ability to draw ○ knowledge of computer graphics software ○ innovative ○ organization skills ○ ability to meet deadlines ○ flexible ○ interpersonal skills ○ communication skills ○ graphic design skills ○ oral communication skills ○ good listener



Pair Work: Think/Pair/Share

Introduction to Marketing, Grade 11 (BMI3C): The Marketing Mix (Advertising)

In this strategy, students individually consider an issue or problem and then discuss their ideas with a partner.

Purpose

Encourage students to think about a question, issue, reading or visual, and then refine their understanding through discussion with a partner.

Payoff

Students will

- Reflect on subject content.
- Deepen understanding of an issue or topic through clarification and rehearsal with a partner.
- Develop skills for small-group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

Tips and Resources

- Use Think/Pair/Share in Introduction to Marketing for almost any topic. For example: determining best medium for advertising a product, comparing a variety of advertisements for quality and appeal, and creating and evaluating the quality of logos and slogans.
- Use it to help students with their in-class reading. Ask them to read a chapter, think about the ideas, and then take turns retelling the information to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer timeframe.
- Increase the amount of time devoted to Think/Pair/Share, depending on the complexity of the reading or question being considered. This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills, such as hypothesizing or evaluating.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in Think/Pair/Share, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.
- See other strategies, including Take Five and Discussion Web for ways to build on the Think/Pair/Share strategy.

Further Support

- Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.
- Provide other presentation options for communicating a student's ideas to the class.

Pair Work: Think/Pair/Share

Introduction to Marketing, Grade 11 (BMI3C): The Marketing Mix (Advertising)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare 4 sets of similar print ads (e.g., two ads for jeans, two ads for shampoo). • Make copies of the Student Resource, <i>Effective Magazine Advertisements</i>. • Consider the social and academic goals for the Think/Pair/Share activity, and plan for pairing of particular learners that would further those goals. 	<ul style="list-style-type: none"> • Read Student Resource, <i>Effective Magazine Advertisements</i>. • Seek clarification of activity before beginning.
<p>During</p> <ul style="list-style-type: none"> • Display the sets of ads throughout the classroom. • Review parts of good magazine advertisements: headline, illustration, copy, signature, and layout. • Distribute and review the Student Resource, <i>Effective Magazine Advertisements</i>. • Set clear expectations regarding the focus of thinking and sharing to be done. • Ask students to spend several minutes thinking about and rating the sets of ads using the Student Resource, <i>Effective Magazine Advertisements</i>. • Put students in pairs to discuss their ratings and come to consensus on the one best ad in each set. See Student Resource, <i>Effective Magazine Advertisements</i>. • Monitor students' dialogue by circulating and listening. 	<ul style="list-style-type: none"> • Study the sets of ads displayed in the classroom and complete the Student Resource, <i>Effective Magazine Advertisements</i>. • Pair up with a classmate to discuss ratings and come to consensus on the one best ad in each set. • Practise good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and orally clarifying their own ideas.
<p>After</p> <ul style="list-style-type: none"> • Prepare a large group chart to tally results. • Call upon each pair to share the best ad from each set with the whole class. • Possibly extend the Think/Pair/Share with a further partner trade, where students swap partners and exchange ideas again. 	<ul style="list-style-type: none"> • Pinpoint any information that is still unclear after the pair discussion, and ask the teacher for clarification.



Effective Magazine Advertisements

Analyze each advertisement by recording: the target market, the message, and two elements that appeal to you.

List Product/Service	Ad #1	Ad #2	Best Ad (In Pairs)
	<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••	Ad #1 or Ad #2
	<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••	Ad #1 or Ad #2
	<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••	Ad #1 or Ad #2
	<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••	Ad #1 or Ad #2



Small-group Discussions: Place Mat

Introduction to Marketing, Grade 11 (BMI3C): Trends in Marketing (Issues and Concerns)

In this easy-to-use strategy, students are divided into small groups, gathered around a piece of chart paper. First, students individually think about a question and write down their ideas on their own section of the chart paper. Then students share ideas to discover common elements, which can be written in the center of the chart paper.

Purpose

- Give students an opportunity to share ideas and learn from each other in a cooperative small-group discussion.

Payoff

Students will

- Have an opportunity to reflect and participate.
- Have fun interacting with others and extending their learning while accomplishing the task.

Tips and Resources

- This strategy can be used with a variety of questions and prompts in a variety of applications for Introduction to Marketing (e.g., as an introduction to the course and/or unit and individual expectations, as a way to activate the sharing of background knowledge among students, as a way to stimulate the sharing of ideas and opinions, as a way to take group notes during a video or oral presentation).
- Groups of 2 or 4 are ideal, but the approach can also work with up to 7 students in a group.
- Large pieces of chart paper and markers are required.
- One question or issue may be assigned to all groups in a class situation or several questions or issues for simultaneous consideration may be assigned. To start, each group receives a different question or issue to work on once they have completed their discussion; the groups rotate through the various questions or issues until all have been explored.
- The Place Mat process may be timed.
- Place mat also works well as an icebreaker when students are just getting to know each other.
- This strategy can be used to determine considerations for purchasing a variety of products and services, the benefits of competition for businesses and consumers, and creating ideas for brand extension.
- See Student/Teacher Resource, *Place Mat Template*.
- See Teacher Resource for *Place Mat Example*.

Further Support

- Give careful consideration to the composition of the small groups and vary the membership according to the students' styles of learning and interaction, subject-matter proficiency, and other characteristics.
- Some students may benefit from being able to "pass" during group sharing.

Small Group Discussions: Place Mat

**Introduction to Marketing, Grade 11 (BMI3C): Trends in Marketing
(Issues and Concerns)**

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Divide students in groups of 4. • Step 1: Use Teacher Resource, <i>Place Mat Template</i>, as a guide. Explain Place Mat technique to students either on the chalkboard or using an overhead. • Step 2: Make an overhead of the second Teacher Resource, <i>Place Mat Example</i>, (take the possible response in the center square out) and ask the students to complete the center. • Select a question or topic for students to explore using “Place Mat.” Examples include: <ul style="list-style-type: none"> - What are current consumer concerns in marketing? - Think about questions you would ask on a survey to determine “Why Students Smoke”. • Distribute chart paper to each group. • Ask the students to divide the chart paper into sections equal to the number of students in the group, leaving a circle or square in the centre of the chart. Note: this middle section can be omitted, depending on the learning task involved. 	<ul style="list-style-type: none"> • Ask for clarification of the model. • Contribute to the class discussion on the Place Mat Example. • Divide the chart paper into sections.
<p>During</p> <ul style="list-style-type: none"> • Direct each group member to think about, and then write silently about the question or topic in his or her personal area of the chart paper for a determined amount of time. 	<ul style="list-style-type: none"> • Gather their thoughts about the chosen question or topic and write silently in their own area of the paper, respecting the space and silence of all members of the group.
<p>After</p> <ul style="list-style-type: none"> • Give a signal for students in each group to discuss their ideas and experiences and find common elements or ideas. • Have students post the charts to share their group’s thinking with the class. • In a large group discussion, compare all groups’ results with how the topic is presented in the classroom textbook or other classroom reading. Identify gaps in both. Record the differences on a separate sheet of chart paper. 	<ul style="list-style-type: none"> • Take turns sharing ideas with the group. • Engage in discussion with all group members • Record common ideas in the centre of the placemat (when directed by the teacher). • Use oral skills, such as active listening, requesting clarification, and coming to consensus. • Compare results of groups to information in another source (i.e., textbook or other reading) to identify gaps. • Contribute to class discussion to create a list of differences between class discussion ideas and ideas from another source.

Notes



Place Mat Template

<p>Write quietly on your own in your section of the placemat for several moments.</p>	

Gather and record common concerns, concepts and ideas in this space



Place Mat Example

Example: take a few minutes to think about and write down what you know about:

Concerns in advertising today.

