**Lesson Plan – The 4 P’s of the Marketing Mix**

**Candidate's Name:** Amy Timmons

**Date of Lesson:**

**Grade:  9-12 (mix)**

**Content Area:   Business and Marketing Secondary Education**

**Topic:   The 4 P's of the Marketing Mix**

**Approximate Allocated Time for Lesson:  60 minutes**

**Student(s) with IEPs/504 plan?** Yes, mild mental retardation, Bilateral Colomboma, language expressive disorder, Dysgraphia

**P-12 Standards**

AL-2004.SS.7.1.7

STANDARD: Describe the relationship between the consumer and the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, characteristics of a market economy, and supply and demand.

AL-2004.SS.12.1.3.1

> Illustrating how changes in the determinants of supply and demand affect the supply and demand for products in the market

AL-2004.FL.1.1.1.4

> Identify and describe people, places, and things: People: physical characteristics, clothing, age, nationality; Places: location, size, attributes; Things: color, size, price, comparisons

AL-2004.FL.1.2.2

STANDARD: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

AL-2004.FL.1.2.2.20

> Identify examples of the tangible products of a target culture country.

**Lesson Objective(s)**

**Overall Objective:**

After viewing a video and listening to a lecture, the student will be able to identify the four P's of the marketing mix and explain how the four P's are used to reach customers 80% of the time.

**Short Objectives (Ordered List):**

1. Identify the four P's of the marketing mix.
2. Analyze how the marketing mix affects various customers.

*​ This content is not measured on the Stanford Achievement Test, Alabama Reading and Math Test (ARMT), Alabama Writing Assessment, or the Alabama High School Graduation Exam (AHSGE).*

**Assessment**

After I completed lecturing on this lesson, the students participated in a small activity that tested their understanding of the marketing mix. The assessment was for them to design their own product and fill out a worksheet (provided under Resources) about their product. This incorporated the knowledge of the mix as well as identification of what each of the four P's stood for and meant. It also incorporated the process of analyzing their own products, so they could fill out the worksheet based on their product.

\*If this was my own classroom, I would test over this material once the unit was completed. It would probably be approximately one week after this lesson will be taught. The test would be multiple choice, T/F, and short answer. It would be approximately 40 questions.\*

**Accommodations:**

* In the classroom that I taught this lesson, there were two inclusion students. One had mild mental retardation and one had Bilateral Colomboma (deaf and blind). The accommodations that I provided for the student with mild mental retardation was essentially nothing. He was able to participate in all of the activities. For the student with BC, I had to provide a magnifying flashlight, so she could use it to draw her product. I did not require her to complete the worksheet. (She loved inventing her own product though.)
* As for other inclusion students that I may have in my own classroom, I will provide adequate accommodations for all of them. For example, if I had a student who could not read, then they would not have to complete the worksheet or I would have someone read the worksheet aloud and allow him/her to voice his/her four P's of their own product. If I had one who needed extra time or help, they would be given more time and more help from me and their peers.

**Instruction**

To review past learning, I incorporated familiar terms so that the students would be able to recognize and be able to incorporate those terms into the lesson. Then eventually, they were able to use the new vocabulary in place of the familiar terms. To be honest, I was unsure if this would work, but surprisingly it worked. I used real-life products from a grocery store to teach my lesson as well. I used a cereal box and a coke can. I went around the room and each student told me one of the four P's of the marketing mix relating to the sample products that I brought. They also had to inform me of the target market of each of the products. If they did not get the answer correct, I said "Try again." They would try and try until they answered it correctly. I positively reinforced each and every one of them, which in turn, made them work harder to answer each question.

The focus of this lesson was with the marketing mix. Every grocery store, retail store, and restaurant uses this concept to place their products. It is important for every student to understand the mix because it will help them with their shopping trips. The purpose of this lesson is for the student to understand and know where certain products are placed in a store, and know why they are priced the way that they are. They need to know why they are spending, for example, $5 more for Lysol products, than with Great Value. Like I told them, "It's all in the mix."

The objective that I told the students was that in order to understand and know about products, prices, promotions, and places where to position different products, you have to know the marketing mix. I also told them an example. The example was "If you entered a store that you had never been in before, and you were looking for a bag of chips, where would you look? In the car oil or in the grocery section? You would look in the grocery section, correct? But what aisle would you go down to find it? What types of foods do you associate with chips? Drinks, crackers, coffee? You would look by the crackers. Drinks are close because that is all marketing. If you buy chips, you are going to think, "I need something to drink also."" It really just goes on and on. If the students understand the mix, it will save them time and money in the future.

The instructional strategies that I used was direct instruction, group led instruction, peer groups, and a hands-on activity.

*The Exact Instructional Method: (when I taught the lesson previously)*

When class started, I showed the students a video of a promotion/advertisement of a minivan. The students really enjoyed it. After the video and all the laughing had settled, we, as a class, talked about the product, place, price, promotion, and target market of the minivan. The students were really involved in this process. They answered most of the questions correct. The product was, of course, a Toyota Sienna minivan. The product would be placed at registered new dealerships. The price of this product is $23,000. The promotion was commercials, magazines, videos, newspapers, etc. Anything that an ad could be placed, it was. This also includes what TV stations and what times it would have be shown. The target market would be families with children, but I have to say, after watching the video, most of the students wanted one too!

After the discussion of the minivan, I started lecturing about the four P's of the marketing mix. I talked about various factors of the mix and how they affect customers, the public, businesses, and the economy. After instruction was over, I asked if there were any questions. They did not have any. Then, I assigned them the small project. I called it "P" Shopping. The students had to create or invent their own product and fill out a worksheet given to them to explain the target market and the four P's of the mix. After they finished their project, they were required to present their products and persuade their classmates to buy their product. I had products that ranged from cheesy flavored pizza bubble gum to finger nail polish that was painted clear, but changed colors when it dried. They were very creative, and all of them did a great job with the overall assignment.

**Accommodations:**

The accommodations that I would provide during my instruction are endless. I would provide tangible items, visual items, more help, audio-tapes, etc.

* For my student Denny Ricks, who has a language expressive disorder, I would provide a journal for him to write down his product presentation. Since I require a presentation, Denny would not be able to present. He would be able to write down the presentation or act it out. Anything that would allow him to present in his own way, he would be able to do that.
* For my student, Susan Phelps, who has Dysgraphia, she would only have to draw a picture of her product. She would be exempt from the written work. She could present the product, and as she was presenting, she will tell me and the other students her four P's of her product.
* For my attention seekers, they would have no trouble. They will receive all the attention needed when the presentations take place.
* For ESL and/or ELL learners, I could incorporate different products that are relative to their own country. For example, if I had an Asian student, I could bring in rice as a product. Then I could research how their country promotes, prices, and places their product. I could ask him/her if they know any more additional information about the product that they would like to share. If they could not speak great English and did not want to present, I would not punish them for not doing so. I also think that incorporating different cultural products would be beneficial to the other students. They could learn culture product awareness and learn how different countries compare or contrast with the United States.
* The classroom would be set up with huge tables and chairs, so if I have a child with crutches or a wheelchair, placement of them would not be a big problem. They would be able to sit anywhere.

**Guided/Independent Practice**

The details of my guided practice is direct instruction with group discussion. I want students to reply as much as possible because that displays that they are actually thinking about the concepts. This will help me analyze to see if they are really paying attention to my lecture, or if they are just "there". I will clarify all information that will be discussed during this lesson. The independent instruction that would be incorporated during this lesson was a small project that they completed at the end of the lesson.

**Accommodations:**

I will fully explain each question that I did ask. I also will lead them into thinking about their own questions. All of the students, I expect, will be very involved in the questioning process. I encourage their answers and encourage them to ask questions. As for the group discussions, they all will participate in peer guided discussion.

*\*If I taught this in my own classroom, I would assign a small homework assignment. Since they completed the same project in-class, the homework will be used for extra bonus points on their project. This will help with the inclusion students. They will not be required to do the homework; however, if they would like to do it, I will allow them some additional days to complete it. I will also let them know that they can get help from their peers or from me during breaks, lunch, and/or after-school.\**

**Closure**

The closure of this lesson was with the students' product presentations. The students also provided persuasion to the other students to buy their product.

\*In my own classroom, I would also assign a small homework assignment where they would bring in products that they have at their house, and be prepared to share with the class the target market and the marketing mix. They will be required to use the new vocabulary that they learned from the previous day. I would administer a small pop quiz over the material at the end of the class. It would be a short five question quiz and they would put it in their basket as soon as they left the class.\*

**Materials and Resources**

* Time: 60 minutes
* Space: Regular Classroom with room for them to do their project.
* Computer
* Smart Board
* Presentation software
* Poster Boards
* Markers
* Different example products (cereal box, coke can, etc.)
* [4 P's of the Marketing Mix Worksheet](http://www.cedcorp.com/ks/marketing%20mix.pdf) - http://www.cedcorp.com/ks/marketing%20mix.pdf
* [The Marketing Mix PowerPoint](http://www.myteacherpages.com/webpages/ghealey/index.cfm?subpage=1210859) - http://www.myteacherpages.com/webpages/ghealey/index.cfm?subpage=1210859
* [The "Swagger Wagon" Promotion](http://www.youtube.com/watch?v=j8u2xMfERTU) - http://www.youtube.com/watch?v=j8u2xMfERTU

**United streaming or Other Electronic Resources**

[4 P's of the Marketing Mix Worksheet](http://www.cedcorp.com/ks/marketing%20mix.pdf" \t "_blank)

The students completed this worksheet after my lesson. They created a product and filled out the worksheet and how the four P's and the target market affected their own product.They omitted the last section titled "Positioning".

[The Marketing Mix PowerPoint](http://www.myteacherpages.com/webpages/ghealey/index.cfm?subpage=1210859)

This is a PowerPoint presentation on the marketing mix. I showed this to the class as I lectured them on the marketing mix.

[The "Swagger Wagon" Promotion](http://www.youtube.com/watch?v=j8u2xMfERTU)

This is a YouTube video that is an advertisement/promotion for a Toyota minivan. I showed this video at the beginning of the class. After the video was over, we talked about the 4 P's of the Toyota minivan.

**Reflection**

**Planning of the Lesson:**

**​1. How did you decide on the strategies you decided to use, etc.?**

*Business concepts are generally more understood by students through hands-on activities. Even though the topic of marketing is textbook material, I incorporated a small project because I thought it would be best of the students to create something and be able to apply the knowledge that they learned that day to something. The other strategies of whole-group instruction and group discussions were used because I felt that this was the best way to teach this topic. The students were able to get visual (video), auditory (lecture, presentations), and kinesthetic (project) throughout this lesson. That is what I wanted to do. I wanted to reach every main type of learner.*

**2. How will you document progress or the lack of progress for students with disabilities? What will you watch for when you teach this lesson in order to make adjustments?​**

*In order to document the progress or lack of progress for my students with disabilities, I will ask questions directly to them. I will assist them more than the others, that way I will know what they are understanding and what they are having trouble with. I will document their progress by making notes about their work in their separate files that I will have for them. I will keep their projects and make them available to the special education teacher, their parents, and the administrators. This is how I will document their lack of progress also. I will make notes about what areas they need to work in, and give recommendations on how I believe that they could be helped.*

*In order to make adjustments for this lesson in the future, I will watch for frustration and/or the level of difficulty they are having with the lesson. If they are not having any trouble, I probably will not change it. However, if I see they are having trouble with a certain topic or concept, I will make a note for future reference to explain that concept better or to incorporate a different teaching strategy.*

**Reflection on Teaching the Lesson:**

I felt that the lesson was an overall success. The students seemed to understand the material and enjoyed hearing about the topics. They also enjoyed the project and the presentation. It was fun finding out what product each student invented. The strengths of this lesson was the outline. First, I was able to get their attention with the YouTube video. Then, they were more receptive to the material that I was lecturing on. After lecture, they were excited about the project that they were assigned. It flowed very well. The weaknesses of this lesson, is that I was unable to really speak a lot about the facts of marketing, the history, and the background. I felt that if I was able to do this, the students would have understood the concept better. However, time was a big issue. I only was given one hour per period to teach it. The strengths pertaining to specific students' needs were that I was able to provide support to them, and their peers were very helpful. The weakness pertaining to students' needs was again, I felt that every student needed more time, especially them.

In order to document the progress or lack of progress for my students with disabilities, I will make sure I have a notebook that I will write notes in and then I will file the comments in their own folders. I will document everything that they do, did not do, what they did well, and what I believe they need to work on. I will also have a recommendation section for each of them, where I will personally write recommendations that I think they should try and work on and I will share this all with the special education teacher.

To adjust my instruction of this lesson in the future, I will make sure that I leave out some of the examples that I did with them and incorporate more facts and the history on marketing. I could also talk about the history and background prior to this lesson, which will work better. However, if time is an issue, I will cut down my examples and do a brief lesson on the history. I do not believe that I need to make the lesson simpler, because most of them caught on really quick. If I have a student in the future with issues of frustration, I will make sure to go back and address all the main points again, and make sure that I discuss them in great detail. I did not make any accommodations during the lesson; however, a strategy that I might incorporate in this lesson in the future would be a bigger work space in order for the students to do their project more efficiently.