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LifeKnowledge® Featured Articles

LK Can Enhance SAE Programs

Do you find SAEs hard to explain and even harder to foster? Find out how LK can lend a hand to your SAE instruction. [Click here to learn more...](#)

Q&A Session with Jim Armbruster

After many years in the classroom as an agricultural education instructor and now working for the National FFA Organization, Jim Armbruster shares his experience with SAEs and his overarching knowledge of good classroom instruction practices. [Click here.](#)

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Featured Precept: Vision

Are your students able to contemplate the future and conceptualize ideas? Check out this article to clear your vision and help your students master this precept. [Click here](#) to find out more...

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Check out Gary Leger's lesson on marketing. He combines great technical information with a catchy interest approach and an interactive way of bringing every piece of information to his students. [Click here...](#)

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LK Can Enhance SAE Programs

By Katy Wuthrick, Education Specialist, LifeKnowledge Center for Agricultural Education

Introduction: Is the SAE component of your program nonexistent or does it involve just a minority of the students in your classroom? Let LK help you get students started on the road to a rewarding SAE program. Dive into MS.68 – Understanding SAEs, which will help you explain to your students what an SAE is and how they can establish one of their own.

Other LK lessons will help your students build strong foundations in SAEs. Three such lessons are MS.69 – Record Keeping, HS.43 – Efficient Time Use and MS.9 – Understanding Consequences of My Actions.

Along the way: As a comprehensive resource, LK has something to help out in every step along the way. Try utilizing HS.8 – Developing Leadership in SAEs, HS.130 – Enjoying the Ride (FFA & SAE) or HS.128 – Managing My Journey (SAEs). These are great lessons to help your students understand SAEs and how to get the most out of the learning experience.

Another way to help your students benefit from SAEs is to encourage them to make their SAE into a service project. Whether they are just starting it or have been building upon it for years, service learning is always a great way to go.

Encouraging students to use an aspect of their SAE as a community service project is another way to bring servant leadership to life. For example, if the SAE is a landscaping business, the student could advertise a week-long promotion during which he or she would mow lawns and donate all proceeds to a local charity. The student would collect donations for the charity all week long. It would be a great way to inform the community about their business, perform community service and start relationships with new customers. (See HS.106 – Involvement in Community Service.)

Another way to involve an SAE in community service would be to volunteer to plant flowers in front of a public building such as a library or courthouse; in return, the student would be doing a great service to the community as well as showing off their product. (See HS.103 – Developing a Service Leadership Attitude.)

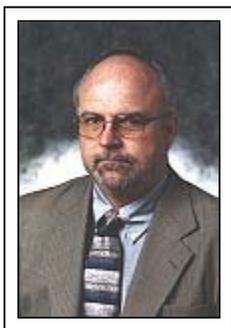
Advanced: Help those students with well-established SAE projects take them to the next level. Once your older students have established SAEs and have become familiar with the ups and downs, let them help others by teaching. Try using AHS.51 – Conducting a Workshop to Help Others Start SAEs and AHS.52 – Teaching Others About Your SAE. Through the lesson, students will:

- Prepare a workshop presentation on SAEs and understand the benefits of presenting to others.
- Present information about SAEs to others.
- Be able to answer basic questions about their SAE.
- Be able to identify a chronological sequence of steps to gather information on their SAE.
- Be able to identify and collect information necessary to explain their SAE.
- Be able to teach others about their SAE.

This brief synopsis of how LK can help you foster an array of great SAEs has just skimmed the top of what LK offers when it comes to SAE programs. All of the skills needed to start and maintain a successful SAE are taught within the set of LK lessons.

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Q&A Session with Jim Armbruster



Jim Armbruster, Education Specialist, National FFA Organization

Q: What is your educational experience and what do you do now?

A: Agricultural education has always been my passion, so after receiving my bachelor's degree in agricultural education with an animal science specialty, I went on to get my master's degree in agricultural education. After teaching for 19 years, I have been working for the National FFA as an education specialist for 10 years.

Q: Why is having an SAE such a vital role in the three-circle model?

A: SAEs provide students with the opportunity to apply classroom instruction in real-world terms. SAEs also provide students with the opportunity to experience or engage in learning experiences that provide exploration of career opportunities. The best example that I can provide is this: Nine out of 10 of my freshmen would tell you they wanted to be a vet. Part of my SAE instruction was to provide these students with 10 to 40 hours of job shadowing at the local veterinary office or with the traveling large-animal veterinarian as part of the SAE program. In 19 years of instruction, I have only two students who completed the education needed to be a vet. One is a chemical engineer working on new drug research and the other became a medical doctor. After experiencing the actual working and educational requirements to be a veterinarian, my students would find that they were struck by the glamour of being a vet. These students changed career goals to other agricultural pursuits and today are successful as teachers, agribusiness persons and, yes, some even became veterinary technicians working for the local veterinarians in the Yuma, Ariz., area.

A: [LK can help with SAEs] by providing teachers with little experience in SAE instruction the basic lessons to explain to students the value of an SAE program and provide examples (MS.68 – Understanding SAEs). It also helps to break some of the stereotype descriptions of an SAE. Too many teachers see SAE as individual projects when, in fact, an SAE program is a year-round learning experience conducted outside of class time where the student applies agricultural skills and knowledge. The program has projects or enterprises. Some teachers have taken the thought that the proficiency award categories are SAEs when, in fact, the information used to apply for a proficiency award is only part of a student's total program.

"The value of an SAE is in the skills developed, applied and then transferred to support their adult life."

Q: What types of lessons do students need to learn before they can become successful in their own SAE?

A: Budgeting, planning, research, time management (HS.43 – Strategies for Efficient Time Use) and creativity (HS.97 – Identifying and Utilizing Resources Available).

Creativity is a big part of an innovative SAE (HS.27 – Using Creativity). One student who attended Kofa High School before I started teaching would gather up the sour lemons and oranges from the hedges around his neighborhood. In some cases, the home owners paid him to remove them. He would extract, process and plant the seeds from these sour fruits and produce sour lemon and orange root stock. Once the root stock was 18 inches tall, he would sell the plants to the local citrus nurseries for \$2 to \$4 each. He took something that most people throw away and made a good deal of cash.

Q: What skills learned from SAEs can be applied in life after high school?

A: Planning (MS.46 – Identify Planning Skills), record keeping (MS.69 – Record Keeping), goal setting (HS.45 – Goal Setting Strategies), to technical skills developed. Some students turned SAE programs into full-fledged careers or individual entrepreneurship opportunities.

I had students who worked for large farming and vegetable operations and students who developed custom operations in everything from hay production to Stanhay seeder sales and maintenance for the vegetable industry. I also had students who have become successful hair dressers and teachers. The value of an SAE is in the skills developed, applied and then transferred to support their adult life.

Q: How did you encourage students to step out of their comfort zone and try new SAEs or a new approach to an SAE?

A: The biggest challenge in teaching SAEs is to develop the understanding that an SAE program is individualized to each student, their goals and their personal/family situation (HS.127 – Choosing My Vehicle [Planning SAEs]). Teachers must recognize that not all students want to raise something or work for the local tractor or farm supply dealer. The program is year-round and made up of many types of activities or enterprises – some for money and some just for time spent and skills learned.

My curriculum helped students experience a wide range of agricultural opportunities (HS.122 – Discovering World of Agriculture), and when they saw something that interested them, I encouraged them to build it into their annual program. This could be accomplished via research projects, job shadowing or actual hands-on experience in the area.

Q: Where is the line between having a strong SAE program and SAEs taking up too much class time?

A: SAE development should be taught in the classroom, record keeping and analysis should be taught in the classroom and actual implementation of a student's SAE needs to happen outside of class time.

Class time should never be recorded as SAE hours. SAE should be both an outgrowth of instruction and a vehicle for students to explore the world of agriculture. I also think too many teachers believe that all of their students' programs should be award winners. I had many students who conducted SAE programs that would never gain recognition above the grade they earned in my class and the SAE certificate that was presented at the annual banquet.

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Featured Precept: Vision

Vision embraces enthusiasm, creativity, the future, conviction, mission, courage, concept, focus, principles and change. Leaders with vision are able to form a picture in their mind. It is a forward-thinking statement of purpose.

Without the leadership skills to implement it, vision simply becomes another dream. Sharing a vision becomes a function of clarity, communication, courage and example. It involves engaging others at a level that inspires ownership of the vision and passion for implementation. It becomes the focus of the work of the group. While the journey toward the vision may require adapting or changing to overcome obstacles or even deal with unexpected success, it is the vision itself that provides the focus and guides the ultimate accomplishment.

To help your students begin to understand vision, try some of these activities in the following vision areas:

Students mindful of the skills associated with vision should be able to:

1. Contemplate the future
 - a. Chronologically list the historical events related to a topic/subject
 - b. Recognize appropriate sources for gathering information related to the topic subject
 - c. Identify visioning skills necessary to approach the future
 - d. Identify the benefits of developing these visioning skills
 - e. Define the terms *reflect*, *process* and *dialogue*
 - f. Identify the benefits of reflecting, processing and dialoguing about the future
 - g. Gather information about what the future might hold
 - h. Recognize appropriate people with whom to dialogue about the future
 - i. Recognize alternative pathways leading to the future
 - j. Identify potential obstacles to reaching future plans
2. Conceptualize ideas
 - a. Identify various conceptualizing tools
3. Demonstrate courage to take risks
 - a. Recognize the value of an opinion

- b. Identify influential individuals
 - c. Recognize the influence of the opinions of others
 - d. Recognize the value of seeking input
 - e. Identify a valid source from which to seek information
 - f. Identify sources of motivation
 - g. Appreciate that value of trying new experiences
4. Adapt to opportunities and obstacles
- a. Recognize that alternative answers exist for nearly every question
 - b. Realize people think differently and personal experiences develop an individual's perspective
 - c. Define success and failure
 - d. Identify the benefits derived from experiencing success and failure
 - e. Identify how to be successful graciously
 - f. Identify benefits and consequences of an action
 - g. Define course of action
 - h. Identify skills and tool necessary to take and action
5. Persuade others to commit
- a. Recognize qualities of successful change agents
 - b. Identify steps in change process
 - c. Discuss how people facilitate the change process
 - d. Define consensus building
 - e. Recognize steps/process to achieve consensus
 - f. List benefits and appropriateness of utilizing consensus building
 - g. Recognize an individual's influence on others
 - h. Identify qualities of a good role model
 - i. Study examples of positive role models, mentors and encouragers

Finally, help your students become masters of the precept of vision by trying these Coaching Guide Activities: [FFA](#) and [SAE](#)

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Featured Lesson Plan: Marketing – Product Positioning and the Marketing Mix



By Gary Leger, Agriculture Teacher, Las Vegas, N.M.

Gary Leger of Robertson High School in Las Vegas, N.M., has prepared the lesson "Marketing – Product Positioning and the Marketing Mix." Throughout this lesson, he ties in communication and its relationship to career success by describing the parts of marketing and fusing those ideas into an effective business plan. He introduces the four P's of marketing: product, price, place and promotion.

His students (who were exposed to this lesson) went on to win the National FFA Marketing Plan competition in 2006. Their marketing presentation can be seen on the Power of Presentation DVD available through FFA Unlimited. Leger has had great success reaching students through this lesson.

Leger believes one of the best results from using LK is being able to get more of his students engaged in the classroom. "I have been more successful at getting my students to 'buy into' their own education; and once I have their attention, I have been more successful in keeping them engaged in classroom activities," he said.

Like every teacher, Leger wants to see his students succeed. One of the first steps in that process is to use an interest approach that shows students the personal relevance of the lesson or subject matter. "Once we create a shared vision, we can focus on mastering the content that will make that vision a reality," he said.

"Mr. Leger has repeatedly demonstrated a willingness to assist his peers, and he uses his prodigious intelligence and influence to offer other educators the benefits gained from his professional development activities," said Pete Campos, superintendent of Las Vegas (N.M.) City Schools.

LK lessons address subjects, attitudes and skills that are crucial in the development of middle and high school-age children and that are not available to them anywhere else but in an agricultural education program that employs LK, Leger said.

All subject areas can be "LifeKnowledge-ized" by integrating methods that are based upon proven techniques that really get students' attention and help them to achieve success. Leger now uses LK techniques and methods across his curriculum because he believes they teach important and relevant lessons in a manner that provides tangible and measurable results.

"Once we create a shared vision, we can focus on mastering the content that will make that vision a reality."

In this marketing lesson, Leger starts with an impressionable interest approach and smoothly moves through the lesson using the Little Professor Moment along with a few different e-Moments for comprehension and review opportunities.

To view Leger's complete lesson, [click here](#).

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Unforgettable e-Moment

Inquiring minds want to know. Encourage your students to ask WHY?

Newton e-Moment Process:

1. *Teach the content.*
2. *Students create questions.* Each student writes "why" questions. Remind them that the purpose is to deepen their understanding of the information and to test others' ability to explain their understanding.
3. *Students pose their questions and elicit answers.* Students, one at a time, share their questions rapid-fire and see if any of the other students can answer. If not, try posting the question on the board, moving on and coming back to the question. Allow everyone to ask their questions.
4. *Elicit answers to the "board" questions.* Return to the questions you wrote on the board that no one could immediately answer. Provide clues, if necessary. See what questions can be answered now. The remaining questions can be answered by you or given as homework/extra credit assignment. If no one still knows the answer, encourage them to bring the answer to class tomorrow.

Example:

After teaching a new lesson, difficult concept or intricate process, save the last moments of class for an engaging review, the Newton e-Moment. Ask your students, "What would you need to know in order to help a friend or family member create/understand ...?" Allow students to come up with questions they may have about the lesson, and give them time to think about what questions others might have if they were to try to explain the same lesson.

The Newton e-Moment enlarges students' logical-mathematical and intrapersonal intelligences. It's great for extending thinking and review. Try it in your class today.

Do you have an example like this? How have you been using e-Moments in your classroom? Be a part of LifeKnowledge At Work and send your ideas to kwuthrick@ffa.org.

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Box Their Understanding

The following Hot Tip is taken from Hot Tips for Teachers: 30+ Steps to Student Engagement by Rob Abernathy and Mark Reardon, 2002.

Sometimes the physical cues students give us during the lesson can be misleading. A seemingly expressionless face could be an indication of complete understanding, and a smile could be the mask of confusion. To gain a more accurate indication of each student's understanding, use boxes to represent comprehension.

Request that each student choose the one box that best represents his or her current level of understanding. Students could show their level of understanding on their fingers (1 = lost, 2 = hazy, 3 = clear and 4 = own it).

Sometimes we do not catch the "lost" students until well into the lesson. By Boxing Their Understanding, students can maintain a sense of anonymity and not embarrass themselves by admitting out loud that they are lost. At the same time, you can instantly spot those who feel they can teach others (ownership) and pair them with those who have yet to gain mastery.

Making It Mine

Draw four boxes on a large piece of construction paper. Label them "1. Lost," "2. Hazy," "3. Clear," and "4. Own it!" Place the paper at the front of the room or near the front on a side wall.

Explain to the class members that they can contribute to how well you teach by providing feedback during the lesson. Let them know that throughout the day's lessons, you will ask them to indicate their level of understanding. You will use this information to adjust the flow and depth of the lesson so that everyone can learn as quickly as possible.

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CONTEXT

New Member Recruitment Lesson1

PRECEPT

C. Vision

SIGN OF SUCCESS

C1. Contemplate the future
C2. Conceptualize ideas
C5. Persuade others to commit

LEVEL OF APPLICATION

Awareness, Interaction

PROGRAM COMPONENT

FFA

ACTIVITY

Brainstorm and present a program vision

RESOURCES AND MATERIALS

Poster board, flip chart, markers, etc.

DESCRIPTION

During a chapter meeting, have groups develop a vision for the FFA chapter. Divide members into teams of four or eight. Provide each group with a flip chart and markers. Groups are to design/draw a vision of what they would like the FFA chapter to look like in four years. They cannot use words, only symbols and characters.

Once posters are created, have the groups give short presentations. Bring groups to a consensus, creating a collective vision of what the chapter should look like in four years.

The group will then identify critical supporters/audiences that should learn about this vision (school board, chamber of commerce, alumni affiliate, administrator, teachers, etc.). Once groups are identified, representatives from the chapter can make presentations to the respective audiences to generate verbal support for this vision and support recruitment efforts.

WRAP-UP QUESTIONS

- What parts of the vision resonated with the audience? Why?
- What part(s) of the vision did you think the audience might find challenging to understand and/or accept?
- Why is it important to articulate our vision to those audiences?
- How can we continue to create buy-in for our vision with these audiences?



CONTEXT

Developing & Revising SAE Plans Lesson3

PRECEPT

C. Vision

SIGN OF SUCCESS

C4. Adapt to opportunities and obstacles

LEVEL OF APPLICATION

Interaction

PROGRAM COMPONENT

SAE, Classroom

ACTIVITY

Preparing to adapt your SAE plan

RESOURCES AND MATERIALS

None required

DESCRIPTION

Explain to students that preparation enables them to better adapt to future opportunities and obstacles because they have good understanding of the original plan. Projects seldom work out exactly as intended and that's okay if you are prepared to adapt.

Choose a sample SAE project to use as a class example. Describe the current plan for this project. Have students think of all the possible opportunities and obstacles that could impact this project in the future. Choose one of the opportunities and one of the obstacles from the list. Have students work in groups to think of how the SAE plan could be adapted in light of the opportunity or obstacle. Have each group report their perceived adaptation to the class. Highlight the differences between group answers.

WRAP-UP QUESTIONS

- What did you notice about the answers each group provided with regard to the same obstacle and opportunity?
- Where do these differences come from?
- What value is there to having multiple perspectives to consider when facing an adaptation?
- How could you get multiple perspectives from others when you are faced with making an adaptation due to a new opportunity or obstacle?

**Marketing: Product Positioning and the
Marketing Mix
(Product, Price, Place and Promotion)
Gary Leger, Agriculture Teacher
Las Vegas, New Mexico
2006**

- **Objectives:**

At the completion of this unit, students will be able to:

1. Define the concept of “position.”
2. Define the elements of the marketing mix
 - a. Product
 - b. Price
 - c. Place
 - d. Promotion
3. Describe the process by which a position statement and action plan based upon the four P’s of marketing are developed.
4. Demonstrate how the product mix can be used to create a favorable position for the product or service that they are marketing.

- **Background:**

- This lesson plan is part of a larger unit on agricultural marketing. At this stage, students have already identified a product or service for which they are developing a marketing plan, and they have conducted market research to identify the physical characteristics of their product, the nature of the competition in the market, as well as tastes and preferences of consumers. Students have already developed marketing objectives for their plans (e.g., to increase sales by 100 percent, increase market awareness by 50 percent, etc.) based upon their marketing analysis. Students have already developed marketing “teams” to market those products/services.

The following conventions have been used to make the lesson plans easier to follow: Information from overheads is typed in **red ink**. Discussion or dialogue in black ink and parenthetical information or description is *in italics*.

- Key terms



- Position
 - Marketing Mix
 - Product
 - Price
 - Place
 - Promotion
 - Action Plan
- Logistical Information
 - Time: 100 Minutes
 - Tools, Equipment, Supplies
 - Variety of hats, costumes for each student
 - Transparency masters: TM1. TM2. TM3. TM4.
 - Copies of TM4 for each marketing team.
 - Resources:
 - Chris G. Yorke, [Agrimarketing Project](#).
 - FFA, [Marketing Plan Career Development Event, Rules and Format](#).
- Interest Approach.

Before students arrive, place the box of costumes in the center of the room. These can include any costume props – sports jerseys, welding helmets, lab coats, cowboy hats – that will help students make a judgment about the occupation of other students. Ask students to select a costume as they enter the room. Once everyone has their costume, ask students to develop their first impression of the people in the room.

Look around at your new classmates. What do you think of them? Take a few seconds and look at each person. What can you tell me about the person in the ... *here elicit plausible first impressions of students.*

Very good! We have seen how the outward appearance of a person affects how we perceive them. If we need beef products, will we approach the person with the sports jersey? (*Probable answer: no, we will ask the person with the cowboy hat.*) If we need medical services, we will search out the person with the lab coat and stethoscope, and so forth. This is because the outward appearance of these persons affects our perceptions of what they do and what they can do for us.

When you hear the word “Impressions,” return the costumes to their box and quietly get into your marketing teams. Ready, “Impressions!”



Marketers have several tools with which to establish perceptions of their products/services in the minds of consumers that make those products/services more compelling to potential customers. Let's get out our marketing notebooks and see how we can accomplish this important marketing function for the products/services we are marketing.

Summary of Content, Instructional Sequences, Activities and Strategies:

- Objective I. Define the concept of "Position"

Ask students to capture in their notes the following definition of product positioning from a writing surface or TMI. Include explanations and the examples in your discussion.

POSITION. THAT IMAGE OR PERCEPTION WHICH EXISTS IN THE MINDS OF CONSUMERS THAT RELATES TO YOUR PRODUCT AND/OR SERVICE.

Position is how we make our product/service more compelling to target customers than products already on the market. It answers the question, "What, after my marketing campaign is over, will the customer think of my product?"

An example position for ABC Widgets might be "the most dependable, most inexpensive and easiest-to-acquire widget on the market today...the one that Wally-the-Widget sells on those cool commercials after the 10:00 news."

Use a Choral Response Moment to reinforce the definition of position.

What is Position? "That image or perception which exists in the minds of consumers that relates to your product and/or service."

Activity: Let's see how this works. All of you have been consumers or the target market for marketers. Work with your marketing team to brainstorm examples of "positioning" – both good and bad – for products with which you are familiar.

I have given each group at their table an 8½x11-inch sheet of paper. Please fold it in half lengthwise (*demonstrate*). On the top of the left half, write the words "Good Position" and on the top of the right half write the words "Poor Position."

(*Demonstrate*) Please elect a scribe for each group to record your responses. When I say "At your positions, ready, set, go!," please brainstorm factors that create good and bad positions for products that you are familiar with – and ask your scribe to record those factors that create good position on the left-hand side of your paper and those



that create poor position on the right-hand side of your paper. For example, good position is created when you perceive a product to be inexpensive, easy to use, that is easy to find and that has catchy commercials. Poor positioning may result when you perceive a product to be too costly, difficult to use, never in the stores when you want one, or if you have never heard of that product before. There are many more examples of good and poor positioning – brainstorm these and write them down. You will have 5 minutes to complete this activity, and you will be asked to share your answers with the class. I will say “Stop” when your time is up. What questions are there? “At your positions, ready, set, go!”

Walk around and lead students through the brainstorming process. It is important that they understand the concept of positioning and that they get a preview of how each of the four P’s (product, price, place and promotion) affect product position. A few leading questions should help steer them in the right direction and make the necessary connections.

Stop! OK, as I call your name, please present a factor that creates either good or bad position and give us an example.

Great! Let’s become marketing wizards and see how marketers use what’s called the “marketing mix” to create favorable product position.

- Objective II. Define the elements of the marketing mix: product, price, place and promotion.

Use a Donald Trump/Warren Buffett Moment (aka Little Professor Moment) and TM2 to define each of the P’s in the marketing mix. Ask students to capture these definitions in their notes along with relevant explanations and examples.

Marketers create favorable position for their products/services using what is called the “Marketing Mix” or the “Four P’s of Marketing: Product, Place, Price and Promotion.” These are actually strategies that are used to create the position we desire in the minds of consumers. Let’s use a Donald Trump/Warren Buffett Moment to explore these strategies.

For this activity, select Trumps and Buffetts in any convenient manner. Explain to students that for each element of the mix, the students will take turns teaching and learning – but that both must come up with examples. For the “product” component, the Trumps will take notes and discuss with the teacher the concept of product. They will then have two minutes to teach that concept to the Buffetts – making sure that the Buffetts take notes and learn the key information. The Trumps and Buffetts can then work



together to come up with some examples of product strategies that will create a desired position, and the Buffetts will report those examples to the class. The students will alternate roles for the remaining components of the marketing mix. TM2 (definitions in red) can remain on the overhead to help students with note taking. The teacher's explanations and examples to assist students follow the definitions from TM2.

Will the Trumps please come forward and discuss the “Product” component of the marketing mix with me; Buffetts, please remain quietly at your seats and clean up your notes.

PRODUCT – THE PHYSICAL CHARACTERISTICS OF THE PRODUCT/SERVICE THAT WE KNOW TO BE IMPORTANT TO CONSUMERS.

Will our product last longer, be more convenient, work better or just be prettier than our competitors? We have conducted extensive competitive and market analysis for our products – what features or benefits are important to our customers? Which features are our competitors not providing?

Some examples that you can share with students: made of metal, more durable; small packages, more convenient; pink dye, prettier product; etc. Have students do a features/benefit analysis: what benefits do customers want that the features of our product provide?

Trumps, please return to your Buffetts and teach them about the “Product” component, making sure that the Buffetts take notes and learn all the key information. When I say the word “Teach,” you will have two minutes to teach the concept. When you hear the words “Examples Now,” work together to develop some creative examples of product strategies. At the end of two more minutes, I will say “Stop” and ask each Buffett to share your example of a product strategy with the class. Any questions?

Teach!

Examples Now! Work together to create some examples of product strategies and the position they will promote.

Stop! Will each Buffett give me an example of a product strategy and how that strategy might create a favorable position?

Will the Buffetts please come forward and discuss the “Place” component of the marketing mix with me; Trumps, please remain quietly at your seats and clean up your notes.



PLACE – HOW WILL THE PRODUCT/SERVICE BE MADE AVAILABLE TO YOUR TARGET MARKET?

This includes where consumers who might be interested in your product and service can find it and, once it is purchased, how it will be transported, delivered and made ready for use. Your marketing analysis showed you where your customers are likely to look for your product; how can you make purchase and use of that product more compelling than your competitors?

Some examples that you can share with students: Available at local retailers makes the product easy to acquire; Internet access may make the product more accessible to the market you want to reach; do our customers value home delivery or service calls? Again, have students do a features/benefit analysis and come up with personal examples of place strategies.

Buffetts, please return to your Trumps and teach them about the “Place” component, making sure that the Trumps take notes and learn all the key information. When I say the word “Teach,” you will have two minutes to teach the concept. When you hear the words “Examples Now,” work together to develop some creative examples of place strategies. At the end of two more minutes, I will say “Stop” and ask each Trump to share your example of a place strategy with the class. Any questions?

Teach!

Examples Now! Work together to create some examples of place strategies and the position they will promote.

Stop! Will each Trump give me an example of a place strategy and explain how that strategy might create a favorable position?

Will the Trumps please come forward and discuss the “Price” component of the marketing mix with me; Buffetts, please remain quietly at your seats and clean up your notes.

PRICE – WHAT WILL THE PRODUCT/SERVICE COST? HOW WILL THAT PRICE BE PERCEIVED BY YOUR TARGET MARKET?

How will the price of your product be determined and how will that price affect how it is perceived by consumers? Is price considered important by consumers, or do other features offered by your product make it a better “value” even though the price is higher? What are your competitors charging; is your price similar-more-or-less? Does your target market (e.g., wholesalers) expect a volume discount? Will you sell at below cost just to get customers to try your product? You will



need to explain your pricing schedule based upon what your market and competitive analysis has taught you.

Some examples you can share with students: More expensive, but worth the money; the most inexpensive on the market; volume discounts to wholesale buyers; etc. Again, have students do a features/benefit analysis from what their marketing research tells them that customers consider important.

Trumps, please return to your Buffetts and teach them about the “Price” component, making sure that the Buffetts take notes and learn all the key information. When I say the word “Teach,” you will have two minutes to teach the concept. When you hear the words “Examples Now,” work together to develop some creative examples of price strategies. At the end of two more minutes, I will say “Stop” and ask each Buffett to share your example of a price strategy with the class. Any questions?

Teach!

Examples Now! Work together to create some examples of price strategies that might create a favorable position.

Stop! Will each Buffett give me an example of a price strategy and how that strategy might create a favorable position?

Will the Buffetts please come forward and discuss the “Promotion” component of the marketing mix with me; Trumps, please remain quietly at your seats and clean up your notes.

PROMOTION - HOW WILL WE SELL, PROMOTE OR ADVERTISE YOUR PRODUCT/SERVICE?

What types of promotion or advertising will reach our target market in the most cost-effective way? Will we use point-of-purchase signs, radio or television advertising, brochures, direct selling, public relations? What will reach and appeal to our target market and what can we afford? What are our competitors doing right or wrong?

Some examples you can share with your students: will radio ads reach our target and can we afford it; does our target market attend trade shows, read trade magazines; can we use public service (free) advertising? Can we come up with a catchy logo, phrase or slogan that will make our product memorable to customers? Direct students using leading questions to encourage them to come up with personal examples of promotional strategies that are suitable for their marketing situation.



Buffetts, please return to your Trumps and teach them about the “Promotion” component, making sure that the Trumps take notes and learn all the key information. When I say the word “Teach,” you will have two minutes to teach the concept. When you hear the words “Examples Now,” work together to develop some creative examples of promotion strategies. At the end of two more minutes, I will say “Stop” and ask each Trump to share your example of a promotion strategy with the class. Any questions?

Teach!

Examples Now! Please work together to develop some examples of effective promotion strategies.

Stop! Will each Trump give me an example of a promotion strategy and how that strategy might create a favorable position?

Great Work! From your examples, it is obvious that you understand the strategies of the marketing mix.

Use a Hieroglyphics Moment to reinforce student learning of the four P’s of marketing.

Let’s develop some pictures that will help us to remember the four P’s of marketing.

What symbols can you think of that will help you to remember the four P’s? *Brainstorm ideas and collect them on the overhead or writing surface. Try to elicit at least one response from each student – then erase them when you have a representative sample.*

Divide a sheet of your notebook paper into four quadrants and label each quadrant with one of the four P’s (product, price, place and promotion). When I say “Cleopatra,” you will have five minutes to draw a symbol for each P that will help you to remember the word and its meaning. When I say “Stop,” you may be asked to share your creations and explain them to your classmates. Any questions?

Cleopatra! Roam to keep students on task. At the end of five minutes, say “Stop,” and ask students to share their work and explain the visual connections they have made.

At the end of the first hour of this lesson and the beginning of the next, review the concept of position and the four P’s with students using a Choral Response Moment. At the beginning of Day 2, review TM1 and TM2 with students before proceeding. A Choral Response Moment may help them to review these concepts.



- **Objective III:** Describe the process by which a position statement and action plan based upon the four P's of marketing are developed.

Today we will apply what we have learned about position and how to use the marketing mix to create an action plan that promotes a favorable position for the product/service that you are marketing in your teams.

Use a Donald Trump/Warren Buffett Moment (aka Little Professor Moment) and TM3 to describe the steps in creating a position statement and action plan. Ask students to capture these definitions in their notes along with relevant explanations and examples.

A marketing “Action Plan” is your plan for achieving your marketing objectives by developing a “position statement” and marketing mix which supports that position. Let’s use a Donald Trump/Warren Buffett Moment to explore the steps for developing an action plan.

For this activity, ask students to get into the Trump/Buffett pairs they used in the last such activity. Explain to students that for each step of the action plan, the students will take turns teaching and learning – but that both must come up with examples. For step one, the Trumps will take notes and discuss with the teacher the concept of creating a position statement. They will then have two minutes to teach that concept to the Buffetts – making sure that the Buffetts take notes and learn the key information. The Trumps and Buffetts can then work together to come up with an example of an appropriate position statement, and the Buffetts will report those examples to the class. The students will alternate roles for step two. TM3 (definitions in red) can remain on the overhead to help students with note taking. The teacher’s explanations and examples to assist students follow the definitions from TM3.

Let’s use the Trump/Buffett pairs from yesterday. Will the Trumps please come forward to discuss the first step in developing an action plan? Buffetts, please remain quietly at your seats and review your notes.

Steps in Developing an Action Plan

1. Clearly state the position statement that you want to achieve for your product/service. What position has your research shown you to be necessary in order to achieve your marketing objectives?

This statement must:



- a. Support your marketing objectives.
- b. Be based upon the factors that your research has told you is important to consumers.

This position statement must support the marketing objectives you have already determined for your product and be based upon sound marketing research. If, for example, your objective is to increase sales, what perceptions of your product must you create in order to make your product/service attractive to consumers – a must-buy situation? If, for example, your objective is to improve market share, what consumer perceptions must you reinforce about your product to make it more compelling to customers than your competitors? If your objective is to increase market awareness, what perceptions must you create in the minds of consumers to remind them that your product is available?

This statement must also be firmly grounded with those factors that your marketing analysis has told you are important to consumers and your competitive situation. If, for example, your market analysis told you that customers prefer blue fertilizer and that your major competitor's product is light azure, your position statement would want to emphasize your product as the bluest on the market. A good example of a position statement for this product might be "We will increase market share of True Blue Fertilizer by using strategies that position our product as the bluest fertilizer available on the market today."

Please give me an example of a position statement for a hypothetical product based upon marketing objectives and marketing objectives. (*Help students formulate examples if needed.*)

Trumps, please return to your Buffetts and teach them the first step in the development of an action plan, making sure that they take notes and learn all of the key information. You will have two minutes to complete this task; please begin.

Once the Trumps have completed teaching, ask the pair to work together to develop a simple position statement for their product, which the Buffetts will share with the class.

OK. Let's create a simple position statement for the products that you are marketing. You will have an opportunity to work with your team later; for now, each pair of Trumps and Buffetts is to write a simple position statement based upon your marketing objectives and marketing research so that I can determine if we are all on the same page. When I say, "On your mark, Go!," take one minute to write a position statement. Be sure that statement clearly reflects the goal you



are trying to promote and at least one factor that marketing research has shown you to be necessary to achieve that goal. For example, we want to increase sales of ABC Widgets and our research has shown us that consumers consider durability to be important when purchasing widgets. Our position statement could be “We will position ABC Widgets as the most durable widget on the market today.” When I say “Stop,” please give me your attention and become attentive learners again.

Any questions? “On your mark, Go!” (*Roam to help struggling students and to keep students on track.*)

Stop! Will the Buffetts please share and explain their position statements to the rest of the class? Great!

Will the Buffetts please come to the front of the room to discuss step two for creating an action plan. Trumps, please sit quietly and clean up your notes.

Step two in developing an action plan is to...

2. Develop strategies, based upon each of the four P's, that will help you achieve that position statement. How might marketing campaign strategies from each of the P's help you to attain the position that you want?

For example, if you want to position your product as the best value, you might want to use effective television “promotions emphasizing low price” that stress the giant economy size of your “product,” which can be purchased at several convenient “places” without the need to pay for shipping and handling.

Please give me an example of a simple position statement and a list of strategies that might help to promote that position. (*Help students formulate examples if needed.*)

Buffetts, please return to your Trumps and teach them the second step in the development of an action plan, making sure that they take notes and learn all of the key information. You will have two minutes to complete this task; please begin.

Once the Buffetts have completed teaching, ask the pair to work together to develop a strategy statement for their product, which the Trumps will share with the class.

Let's create a simple strategy statement for the products that you are marketing. You will have an opportunity to work with your team later; for now, each pair of Trumps and Buffetts is to write a simple strategy statement based upon your position statement so that I can determine if we are all on the same page. When I



say, “On your mark, Go!,” take two minutes to write a strategy statement. Be sure that statement clearly reflects the position you are trying to create. For example, using our ABC Widget example, “Our marketing strategies will emphasize the all-steel construction of ABC Widgets, making them the most durable widget on the market today.” When I say “Stop,” we will share our strategy statements with the rest of the class. Any questions? Good. “On your mark, Go!”

(Roam to help struggling students and to keep students on track. Ask students to share, and guide any who require more help in grasping this concept.) After two minutes, say Stop.

Stop! Will the Trumps please share and explain their strategy statements to the rest of the class? Great!

Activity: Use a Cartographer Moment to have students create a diagram that represents this process. Regardless of what type of “map” they choose to use, it should show that the position statement is derived from marketing objectives and marketing research, and is supported by a strategy statement that includes each of the four P’s. (See e.g. TM4.) Ask students to share and explain their maps to the class.

- **Objective 4:** Demonstrate how the product mix can be used to create a favorable position for the product or service they are marketing.

Activity: Let’s get into our marketing teams and apply what we have learned in the last two days. *(Give students time to get into their teams.)* Using the process outlined in your notes, create a position statement and action plan for the product/service that you are marketing. I will show you how to use these worksheets I am passing out to help draft your own action plans.

Use transparency master 4 to help students visualize this process. Develop a hypothetical action plan using TM4 on the overhead to guide students through this process. Hand out copies of TM4 to each team to help them create a rough draft of an action plan for their product/service.

1. Develop a position statement based upon your marketing objectives and marketing research. Be ready to explain how your statement will achieve your objectives, and how you selected the factors in your position statement from your marketing research.

For example, I am marketing Sandia watermelons to New Mexico residents. Sandia melons are small watermelons with excellent flavor grown in New Mexico. My research tells me that consumers consider flavor the most important



factor in selecting melons, but also prefer homegrown products and often find the size of larger melons troublesome and wasteful.

My position statement would be: “We will increase sales of Sandia melons by utilizing marketing strategies in which Sandia melons will be positioned as the tastier homegrown melon that grows small enough to fit in most refrigerators with less waste.” (*Write this statement in the appropriate box of TM4.*)

2. Explain, using the four P’s, the strategies by which you will achieve that position statement. Be ready to justify how each strategy will achieve the factors that you consider necessary to create a favorable market position.
 - a. In the Place Box of TM4, include such strategies as: Use the New Mexico Homegrown Label. Sell in New Mexico Franchise Grocery Stores. Sell at local Farmers Markets.
 - b. In the Price Box, include such strategies as: emphasize value – not price. Even though Sandias are more per pound, less waste means better value.
 - c. In the Product Box, include such notes as: stress small convenient size; taste tests show Sandias are sweeter.
 - d. In the Promotion Box, discuss the possibility of TV ads around the dinner hour; ads in New Mexico magazines; booths at county and state fairs; etc.

OK, it’s your turn. Use TM4 to help develop your own action plan. You will have the rest of the hour to complete this assignment.

Roam to assist students with the formulation of their own action plans. This is a peer-taught activity, and students should be able to help each other. A few leading questions may be needed to keep students on track and to help them see necessary connections.

- **Review.**

Review each objective of this lesson using objectives 1-3 and related transparency masters as necessary. Specific content can be reviewed with students struggling to complete their action plans.

- **Assessment.**

The draft of the action plan will be the assessment for this lesson. It will be corrected with recommendations for improvement, which can be incorporated into the student’s final marketing plan.





Lesson plan 2: TM1

POSITION. THAT IMAGE OR PERCEPTION WHICH EXISTS IN THE MINDS OF CONSUMERS THAT RELATES TO YOUR PRODUCT AND/OR SERVICE.



Product Mix – the Four P's of Marketing

PRODUCT – THE PHYSICAL CHARACTERISTICS OF THE PRODUCT/SERVICE THAT WE KNOW TO BE IMPORTANT TO CONSUMERS.

PLACE – HOW WILL THE PRODUCT/SERVICE BE MADE AVAILABLE TO YOUR TARGET MARKET?

PRICE – WHAT WILL YOUR PRODUCT/SERVICE COST? HOW WILL THAT PRICE BE PERCEIVED BY YOUR TARGET MARKET?



PROMOTION - HOW WILL WE SELL, PROMOTE OR ADVERTISE OUR PRODUCT/SERVICE?

Lesson Plan 2: TM3

Steps in Developing an Action Plan

1. Clearly state the position that you want to achieve for your product/service. What position has your research shown you to be necessary in order to achieve your marketing objectives?

This statement must:

- a. Support your marketing objectives.
- b. Be based upon the factors which your research has told you is important to consumers.

2. Develop strategies, based upon each of the four P's, that will help you achieve that position statement. How might marketing campaign strategies from each of the P's help you to attain the position that you want?

- a. Price – what will be the price structure?

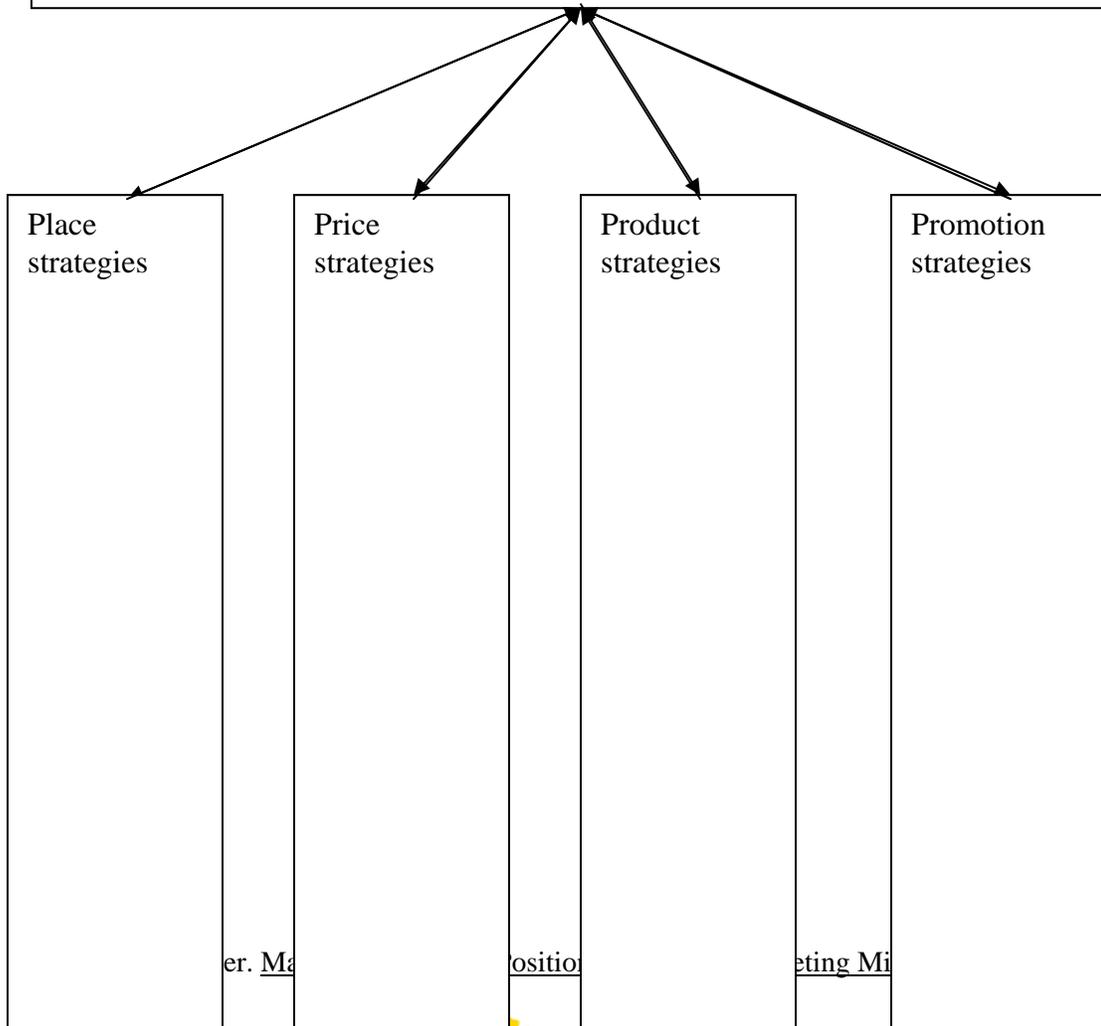


- b. Product – what are the product’s attributes?
- c. Place – how will you distribute and sell?
- d. Promotion – which promotional activities are appropriate for your product/service?



Action Plan Worksheet

Your position statement that supports your objectives and is based upon your marketing research.



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