

Grade 10 Introduction to Business, Open (BBI2O) Lesson Plan

Unit 2: Starting a Business and Managing it	Lesson 2-3: Management and Marketing	Time: 4 hours
Key Idea: Product Development Cycle		
<p style="text-align: center;">Overall Ministry Expectations</p> <p>B3 - Explain the role of management in business</p> <p>B4 - Demonstrate an understanding of the importance and role of marketing in business</p> <p>B6 - Demonstrate an understanding of information and communication technology</p>	<p style="text-align: center;">Learning Goals and Success Criteria</p> <p>Management</p> <ul style="list-style-type: none"> ▪ Describe what management does in business (B3.1) <ul style="list-style-type: none"> ○ I can describe some of the roles of sales and production managers. (A) ▪ Describe different management styles (B3.2) <ul style="list-style-type: none"> ○ I can describe the basics of older management styles. (A) ▪ Explain why it is important for a business to respect employees, the environment, and local communities (B3.3) <ul style="list-style-type: none"> ○ I can explain why it is important for a business to respect employees (A) ▪ Discuss the teamwork skills needed for a business to carry out projects and solve problems (B3.4) <ul style="list-style-type: none"> ○ I can discuss the teamwork skills needed for a business manager to carry out projects and solve problems (A) <p>Marketing</p> <ul style="list-style-type: none"> ▪ Explain what marketing means to business and how it helps (B4.1) <ul style="list-style-type: none"> ○ I can explain how important marketing is to business. (B, C, D) ▪ Identify the four Ps (product, price, place, and promotion) and the two Cs (competition and consumer) of marketing and use the ideas by developing a plan to market a good, service, or event (B4.2) <ul style="list-style-type: none"> ○ I can use the 4P's and 2C's to develop a rough marketing plan. (B, C, D) ▪ Compare the advantages and disadvantages of the major types of advertising (B4.3) <ul style="list-style-type: none"> ○ I can compare the advantages and disadvantages of some types of advertising (B, C, D) ▪ Design an advertisement that fits a specific good, service, or event (B4.4) 	

	<ul style="list-style-type: none"> ○ I can design a social media advertisement (D) ▪ Identify and describe different types of marketing research tools (B4.5) <ul style="list-style-type: none"> ○ I can identify and describe different types of marketing research tools (B, C, D) ▪ Create and put into use a marketing research plan for a good, service, or event, and write a report on the results (4.6) <ul style="list-style-type: none"> ○ I can recognize a marketing research plan. (B, C, D) <p>Information and Communication Technology</p> <ul style="list-style-type: none"> ▪ Use information (IT) and communication technology for different business purposes (B6.3) <ul style="list-style-type: none"> ○ I can use IT and communication technology to develop a social media marketing plan. (C, D)
<p>Materials Required</p> <p>Moodle access & Internet Students need electronic device</p>	<p>Higher Order Thinking Skills (HOTS):</p> <ul style="list-style-type: none"> ▪ Evaluate the role of management in business (A) ▪ Analyze how marketing is changing (B, C) ▪ Create a social media marketing post (D)

Purpose: What's the point?	Learning Activity: What is the teacher doing?	Student Action: What are students doing?
<p>Hook students into the lesson.</p> <p>(10 mins)</p>	<p>Introducing Lesson Topics and Academic Goals</p> <ul style="list-style-type: none"> ▪ Read the quotation to the class. ▪ Ask students for their opinions about what it means. <i>Prompt: "What does this quotation mean to you?"</i> ▪ Give an overview of the main activities in the lesson. (Use Moodle introduction as needed.) ▪ Write the learning goals on the board. (Expand the Moodle Window and discuss) ▪ Discuss the learning goals and answer any questions. ▪ Transition to first activity. 	<ul style="list-style-type: none"> ▪ Give opinion about quotation. ▪ Ask questions about learning goals as needed.

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Introducing the business management (35 mins)	2-3A: What is Business Management? <ul style="list-style-type: none"> Ask students to discuss what they think are some of the roles of a business manager, make a list on the board. Have the students do the reading (found on Moodle) Instruct students to take notes in their notebooks. Divide students into small groups and discuss the roles of business managers in small and large businesses and how they are similar and different. Direct students to the online quiz <u>2-3A: What is Business Management Self-Check Quiz</u> for a self-check of their understanding. 	<ul style="list-style-type: none"> Students discuss management roles They work in pairs or small groups to compare and contrast small and large business managers. Complete self-check quiz.
What marketing is and how it works. (35 mins)	2-3B: Marketing <ul style="list-style-type: none"> Ask the students to explain what marketing means to them? Where do they see the most marketing? Have the students do the reading (found on Moodle) Divide students into 3 – 5 groups have them list all of the difficult vocabulary from the lesson and make a translation into their home language. Direct students to the online quiz <u>2-3B: Marketing Self-Check Quiz</u> for a self-check on their understanding the reading. 	<ul style="list-style-type: none"> Discuss marketing and where it affects them. They work in groups of 3-5 and discuss difficult vocabulary They will complete the online quiz
Understanding how marketing works on social media (35 mins)	2-3C: Marketing in the Digital Age <ul style="list-style-type: none"> Have students do the reading Review the 4 phases of marketing online Students work in pairs to draw their own 4 phases of an online marketing chart. Direct students to the online quiz <u>2-3C: Marketing in the Digital Age Self-Check Quiz</u> for a self-check on their understanding the reading. 	<ul style="list-style-type: none"> Students watch the video Take notes as teacher discusses the costing spreadsheet. Students take quiz.

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(15 mins)	<p>Campus Activity</p> <p>Answer the following discussion questions with a partner.</p> <ol style="list-style-type: none"> 1. What is the most popular social media platform for you and your friends? Do you click on any of the advertising? 2. Where do you parents spend their time on social media? 3. How much do you know about your favourite influencer/youtuber? 4. Have you ever purchased a product related to their site? 5. What type of texts do you find that you read on social media? 6. What do you share? 7. Are you brand loyal? Why? What brands? 8. What do you click on most; videos, gifs, memes, images or text? 9. How often does your favourite youtuber share? <p><i>Discuss your findings as a class.</i></p>	
Students practice Social Media Marketing and get feedback from classmates (90 mins)	<p>2-3D: Forum – Social Media Marketing Post</p> <ul style="list-style-type: none"> ▪ Students use their experience and what they have learned to design a social media marketing post ▪ Remind them to give 2 stars and a wish to their classmates' posts 	<ul style="list-style-type: none"> ▪ Students make a social media marketing post for their imaginary product ▪ 2 stars and a wish on a classmate's post ▪ Submit on Moodle
Students recap the learning session and reflect on the learning goals of the class	<p>2-3E: Wrap up & Reflection</p> <ul style="list-style-type: none"> ▪ Go through the academic goals from the beginning of the lesson and jointly affirm the learnings. Ask the students if there are any questions. 	<ul style="list-style-type: none"> ▪ Ask questions about the lesson as needed.

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(10 mins)	<ul style="list-style-type: none"> ▪ Get students to fill out the Exit Card. 	
Students reflect upon the lesson (5 mins)	2-3F: Exit Card <ul style="list-style-type: none"> ▪ Instruct students to complete exit card. 	<ul style="list-style-type: none"> ▪ Students complete exit card.