

FACS: Running a School Bakery (Mktg)

Summary

Students will explore marketing concepts while producing food item(s) to sell

Time Frame

7 class periods of 45 minutes each

Group Size

Small Groups

Life Skills

Communication, Employability

Materials

Research Survey

Product Worksheet

Ingredients to make food item(s)

Materials to use in promotion (i.e. posters, markers, computers, etc.)

Instructional Procedures

Day 1:

INTRODUCTION

Divide class into groups of 5-7 or work as a whole class

Review the 4 Ps (from the slide show at the beginning of the year).

Teacher directed: Have the class create/revise the Research Survey to use during the week to either determine the product that they will sell or which variety of product the group has decided to sell. Use this time to discuss why products are chosen or developed (i.e. to meet the needs/wants of the target population determined by market research).

Student Activity: Have students interview the target population (those who will buy their product) during the week--assign a minimum number of individuals they should survey during that time (i.e. at least 10).

Day 2:

PRODUCT

Student Activity: Have students, in their groups, or as a class, use The Product worksheet to record results of their Research Survey.

From the worksheet they should make the following decisions:

Which products are the most popular.

Which marketable characteristics they will promote.

Specific ideas on how to promote their food items.

An idea of the maximum price they could charge for each item.

Day 3:

PRICE

Student Activity: Have students research the cost of producing their food item(s). You could create a worksheet, if you desire, that would include such things as:

the initial cost of ingredients for the food item

the labor and time involved

the cost of packaging

the minimal profit they would like to make
final sale price, etc.

Using the Product Worksheet results, have them finalize a list of the number and minimum prices for each item they will sell.

Teacher Directed: Talk about price setting. Emphasize supply and demand; cost effectiveness; having an adequate supply--not too much, not too little; keeping the cost high enough to make money, but not so high the customer won't buy, etc. Remind students this is all part of marketing.

An idea to demonstrate supply and demand: sell a donut to a hungry student [auction to the highest bidder]. Then have that student eat four more donuts and then ask the student how much he/she would pay for another donut.)

Day 4 /5:

PROMOTION

Student Activity: Have students determine the best way to promote (market, sell) their items to their customers, using the results of the Research Survey. Have them design a promotion strategy, which might include some of the following: 1) sales pitch to use over the intercom, 2) posters, videos, or any other advertising they might do during the week leading to the sale, 3) packaging of the product, 4) advertisement in school newspaper, etc.

Have them create the specific tools, (i.e. the dialogue of the sales pitch, the poster, the newspaper article, etc.) during class, if time permits, or outside of class-- each member of the group should have an assignment.

Teacher Directed: Discuss various ways students see promotion in everyday life from TV, radio, billboards, magazines, etc. Talk about what is appealing to their target population, using the characteristics from the Research Survey / Product Worksheet (question #3/4)

Day 6:

PLACE

Student Activity: In their groups, have students determine how and where they want to display/sell their items.

Have them design their display and make assignments to each individual of what needs to be done before the sale.

Teacher Directed: Discuss the importance of place-- how their items are displayed--appetizing, colorful, easily accessible,--compare how grocery stores, department stores, etc. set certain items in certain places to attract specific populations. Refer to teacher background- TLC Marketing Definitions for 7 Sales Step Process to expand the concept of place and incorporate role play.

Day 7+

PRODUCTION OF PRODUCT

Use appropriate days to make the item(s) you are going to sell. FINAL SALE

This culminating activity depends on how you want to set up your sale. If it is to other class members, you might want to let students pursue each display before the sale begins. You could conduct the sale like an auction with a minimum price for each item, or let students just go around and purchase desired items. You could have a competition between groups to see who can sell the most to a group of students in the school or to the faculty (by taking orders before, etc.)

If you are selling to the entire school, set up displays during the lunch hour or after school, with proper promotion having taken place during the week.

Teacher directed: Review all 4 Ps--product, price, promotion and place and how the students determined these as aspects of marketing that led to the final sale of the product.

Authors

