

# FACS:Chill Tie--Free Enterprise (Mktg)

## Summary

This is a free-enterprise project that teaches the marketing process, using basic sewing skills.

## Time Frame

7 class periods of 45 minutes each

## Group Size

Small Groups

## Life Skills

Thinking & Reasoning, Communication, Employability

## Materials

Materials as described in the attachments.

## Background for Teachers

Students love this free-enterprise experience. They will need to be taught basic sewing skills prior to this experience. Instructions for the chill ties should be given to the students to incorporate in their marketing department. The instructions are: To rehydrate this chill tie, spread the crystals evenly throughout the tie. Soak the chill tie in cold water for 20-25 minutes. After soaking, set the chill tie on a towel to drain excess water. When it is hydrated, the chill tie can be placed around the neck or forehead. It will help keep you cool an entire day. To rehydrate the chill tie, place it in cold water for about 5 minutes. Before storing the chill tie, dehydrate it completely. This will take approximately seven days.

## Student Prior Knowledge

Students must know the basics of sewing prior to this experience.

## Intended Learning Outcomes

Students will learn how a free-enterprise system works.  
Students will apply basic sewing skills to make a product.

## Instructional Procedures

### DAY 1

#### PRODUCT

In order for students to learn the principles of marketing, have all student be involved in a market research survey of some type. Example: Find out what the target population=s concept is of a "chill tie", what qualities about the "tie" would cause them to purchase it, what price they would be willing to pay, where they would like to obtain the "tie", etc. (See sample "Research Survey")  
Modification or decisions about the product can be made from the results of the survey, i.e. color, size, etc.

### DAY 2

#### PROMOTION

Have the students summarize the results of their surveys on the "Product Worksheet." From this worksheet they can determine the best way to promote and price their item.

All students should be involved with this process and the results turned over to the Promotion Department.

#### DAY 3-6

##### PRODUCTION/PROMOTION

Assign students to various departments (See Attachment: "Chill Tie Departments") and have them follow the instructions and the proper routing procedures (See Attachment: "Chill Tie Routing")

Complete the product and the total free-enterprise experience with each department doing their job. (Suggestions for number of student in each department for a class of 30 is: Delivery -- 1; Marketing (Promotion) -- 7; Sewing -- 6; Turning -- 1; Point -- 1; Crystal -- 2; Quality Control -- 1; Tracing -- 1; Cutting -- 2; Pressing -- 3; Hand-sewing -- 2; Packaging -- 3)

#### DAY 7

##### PLACE

Process the activity after it is over.

If distribution is necessary, decide how to get the item to those buying it. Utilize the "7 Sales Step Process" to allow students an opportunity to role play the experience (see "TLC Marketing Definitions" under teach background)

Review the 4 P's and how they help make decisions about selling the chill tie. Use the worksheet "The Four P's" (see attachments) to reinforce the concepts if desired.

#### Bibliography

This activity was designed by Tana Hall.

#### Authors

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