



CTE Externship Lessons: Branding and Selling in Agriculture

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This resource was created by Tennessee teachers who participated in teacher externships sponsored by the Tennessee Department of Education, Division of Career and Technical Education. Many of the resources within the activities may be specific to industries where teachers completed their externship. Teachers may opt to substitute resources from companies within their region for better local alignment.

This resource is best for:

Teachers of:	Principles of Agribusiness	Career Cluster:	Agriculture, Food, & Natural Resources
Addressing Standard(s):	Standards: 11, 12	Grade-Band	Grades 9-10

Learning Objective: The goal of this activity is to develop a student's understanding of customer service and marketing strategies. The student will be able to list and provide examples of the "4Ps of Marketing" and "The New Ladder of Marketing Success". The student will understand the relationship between a feed brand and a consumer's loyalty to a specific brand or company based on emotion or logical choices. The student will be able to discuss the benefits of feeding a higher priced/higher quality feed (or other product) in comparison to a lower price/lower quality product (a higher quality feed can be fed in smaller amounts, thus reducing the overall cost per daily ration). This activity will allow students to demonstrate proficiency of Tennessee's Standards for Literacy in Technical Subjects along with CTE course standards.



Texts	Text Complexity Analysis
<p>Text 1 Title: <u>Building Trust with Consumers</u> Author: Raymond A. Jussaume Jr. Citation/Publication Information: Jussaume Jr., R. A. Building Trust with Consumers. Food & Farm Connection: Farming West of The Cascades, EB1889. Link: http://content.libraries.wsu.edu/index.php/utills/getfile/collection/cahnrs-arch/id/434/filename/80817182432004_eb1889.pdf</p>	<p>Quantitative: Lexile: 1470</p> <p>Qualitative: The article is an informational text that is mostly conversational and has subject-specific content. The student will be able to identify how to build trust and relationships with consumers.</p> <p>Reader and Task: High school students should be able to easily engage and understand the content of the article. Careful reading may be necessary to extract meaning due to complex text structure.</p>
<p>Text 2 Title: <u>A New Look at Marketing</u> Author: Alan Barefield Citation/Publication Information: "SP351-C-A New Look at Marketing," The University of Tennessee Agricultural Extension Service, SP351C-5M-10/95 E12-2015-00-129-96 Link: http://trace.tennessee.edu/utk_agexmkt/8</p>	<p>Quantitative: Lexile: 1310</p> <p>Qualitative: The article is an informational text that is mostly conversational and has subject-specific content. The student will be able to identify how to build trust and relationships with consumers.</p> <p>Reader and Task: High school students should be able to easily engage and understand the content of the article. Students may find the text structure complex in that they must make connections between an extensive range of ideas in marketing. Knowledge demands may require prior reading or viewing a lesson on marketing strategies.</p>



ELA/Literacy Standards addressed by task	
Strand	Grades 9-10
Reading Standards for Technical Subjects: Key Ideas and Details	2. Determine the central ideas or conclusions of the text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
Writing Standards for Technical Subjects: Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Writing Standards for Technical Subjects: Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 9. Draw evidence from informational texts to support analysis reflection and research.

Tennessee CTE Standards addressed by task	
Principles of Agribusiness	11) Research an agricultural product or service to determine its features and consumer benefits. Identify appropriate marketing strategies and target audiences; develop and present materials designed to market the product or service. (TN Reading 2; TN Writing 4, 7, 9) 12) Research an agricultural product or service to determine its features and consumer benefits. Identify appropriate marketing strategies and target audiences; develop and present materials designed to market the product or service. (TN Reading 2; TN Writing 4, 7, 9)

What key insights should students take from these resources?



1. Explain the basic relationship between a feed brand and consumer.
2. Distinguish between the value of customer trust in marketing a product and the brand trust of feed quality.
3. The methods a company could use to develop a personal brand of trust with customers.
4. Successful strategies aimed at improving a customer’s trust of a feed product and the feed supplier.
5. Understand the benefits of feeding a higher priced/higher quality feed in comparison to feeding a lower price/lower quality (a higher quality feed can be fed in smaller amounts, thus reducing the overall cost per daily ration).

Text-Dependent Questions

<p>Text 1 Building Trust with Consumers</p>	<ol style="list-style-type: none"> 1. According to the text, what is the primary marketing goal of all businesses? 2. What steps could a business take to build trust with consumers? Be sure to cite evidence from the text. 3. What does the author say are the benefits of direct marketing to consumers? 4. Give two examples utilizing marketing strategies covered in this reading task that could be used in marketing a higher priced ruminant feed to consumers.
<p>Text 2 A New Look at Marketing</p>	<ol style="list-style-type: none"> 1. Compare and contrast the differences in the “Old P’s of Marketing” and the “New Ladder of Marketing Success”. 2. How have the customers’ ways of purchasing changed? Be sure to support your answer with evidence from the text. 3. Using the ladder of success, draw a corresponding ladder using your strategies for marketing a more expensive ruminant feed. Align the rungs as such: Quality = Higher Protein Content, Passion = Direct Marketing, etc.
Writing Mode	Writing Prompt



<p>Informative</p>	<p>Considering the variety of purchasing options that are available to consumers, business owners in today’s economy must focus on providing a quality product or service as never before. Gone are the days when a low-quality product would be accepted by a firm’s clientele. Any business that does not recognize the demands of its current and potential customer base is likely doomed to failure.</p> <p>Write an informative essay to summarize the marketing ideas that set businesses with high levels of customer support apart from the competition. Choose a company, familiar to you, that has successfully marketed a product using the tactics described in the readings provided.</p>
<p>Additional Resources</p>	
<p>Suggested Additional Website References:</p> <p>Consumer Incentives http://www.southernstates.com/Offers/Rewards-Programs/index.aspx</p> <p>Marketing to the Consumer Lesson Plan http://www.agmrc.org/media/cms/VAALesson4_3F78CAB892B5A.pdf</p> <p>Service Definition Cut Out Sheet copies for each 3 students (WS. 1) https://docs.google.com/document/d/1KRgh832l6cxvFHEkuT_CfDgCaoQ8V_XmmFwHD-Uk_C8/edit?usp=sharing</p> <p>PowerPoint entitled “Customer Service & Marketing in Agriculture” https://docs.google.com/presentation/d/1UygQFx2cvSFUpBCQ8xwbXf2TMJYU2Fm9ggo7d3uit8c/edit?usp=sharing Envelope for each group of three students White board or flip chart Feed Product Advertisement Examples</p>	

Potential Lesson Plan Design:



Day 1:

LESSON SET (10 - 15 min): Students work in groups to piece together several different definitions of what service means. The idea is to help them understand the meaning of serving customers and putting the product they are selling out in front of the competition because of that dedication to service.

Divide students into groups of three or four, give each group an envelope containing the cut out words from the **Service Definition Cut Out Sheet (WS. 1)**

https://docs.google.com/document/d/1KRgh832l6cxvFHEkuT_CfDgCaoQ8V_XmmFwHD-Uk_C8/edit?usp=sharing

Have each student assume a role as either reader, manipulator, or speaker. On a whiteboard or flip chart write, "Customer Service Means..." Explain that the envelopes contain words or phrases that make 7 different definitions of service and the team must work together to create a complete and logical sentence that they think is a good definition of customer service. Mix ESL students with English speaking students to avoid syntax errors and suggest slow starters begin their sentence with a verb like "discovering" if they are having difficulty. Give them only five minutes to complete this task. At the end of 5 minutes each team reader must read their sentence aloud.

Present PowerPoint entitled "Customer Service & Marketing in Agriculture" <https://docs.google.com/presentation/d/1UygQFx2cvSFUpBCQ8xwbXf2TMJYU2Fm9ggo7d3uit8c/edit?usp=sharing>

Day 2:



Read both texts in their entirety. Discuss what the texts are about using the provided guiding questions. Have students compare and contrast strategies, and formulate arguments for the most successful application of their marketing strategy.

Text Under Discussion	Sample Teacher Dialogue & Guiding Questions
<p>Text: New Look at Marketing," The University of Tennessee Agricultural Extension Service</p>	<ol style="list-style-type: none"> 1. What do consumers want from your product or service? 2. How does your product meet those needs? 3. Where do potential buyers look for a particular product or service? 4. How do you differentiate from your competitors? 5. What is the perceived value of your product or service? 6. What current interactions do you have with potential clients?
<p>Text: Building Trust with Consumers</p>	<ol style="list-style-type: none"> 1. Do you think farmers would benefit from considering the 4Ps for their products? Why? 2. How is promotion based on identifying customers' needs? 3. Explain how using the Marketing Mix helps deliver what the customer wants?

Day 3: Students will begin creating sales promotion materials, including slogans, brochures, or catalogs, and cross promotions that incorporate company image and design through the use of various forms of technology.



Using the Marketing Mix Model (4 Ps) students will create a marketing campaign outlining the benefits of a more expensive ruminant feed.

Students will submit 1-2 people who they want to work with, and then the teacher assembles pairs or trios into larger teams, taking into consideration all appropriate grouping factors.

- Students will create their own graphic organizer and share with a partner, pointing out specific events that were discussed in the texts.
- Create a Venn diagram to compare and contrast similar occurrences in each text. Use details from both texts to complete the Venn diagram.
- Work on turning the details in the Venn diagram into sentences for an informational text about the outcompeting marketing strategies.

Day 4: Continue group work and finalize presentations.

Day 5: Students will present their promotional products to the class including (sales promotion materials, including slogans, brochures, or catalogs, and cross promotions).



Discussion: These texts could be explored orally and used to form the basic foundation of a lesson or series of lessons. Close-reading questions should be developed in advance in order to drive student understanding of the material while also practicing reading skills. For information on how to develop questions for this type of discussion, visit http://www.tncore.org/literacy_in_science_and_technology/curricular_resources/text_dependent_questions.aspx.

Writing and/or Assessment: The writing prompt included can be either a constructed-response assessment or a longer-term writing assignment for students to develop and refine over time to gauge student understanding of technical content as well as reading and writing skills as outlined by the Tennessee Standards for Literacy in Technical Subjects. An appropriate writing rubric – such as those found at http://www.tncore.org/literacy_in_science_and_technology/assessment/scoring_resources.aspx – should be used to assess student work.

- **Culminating Assessment:** If using this material as an assessment, present all three texts to students at once, and provide them with the prompt and materials to use to construct their response. This should be a timed exercise (for example, 90 minutes). Use this exercise as an assessment to measure student progress toward reading and writing expectations as well as content knowledge. This is a good primer activity for state assessments.
- **Task:** If using this material as a writing task, you may scaffold the texts with close readings and text-based questions to guide student exploration of the texts. A culminating task of this lesson or sequence of lessons could be the writing prompt – either assigned in class, as homework, or as a report that is drafted and refined over time to build writing skills.
- **In-class work:** The writing prompt can also be shortened and used as an exit slip or journal entry at the conclusion of a lesson or series of lessons and then used formatively to determine student understanding of marketing concepts.

Scaffolding and support for students with special needs, English language learners, and struggling readers: Consider pre-teaching synonyms of difficult vocabulary words. Lower-level readers and ELL students can still be challenged without being overloaded with difficulty. This strategy can also be used to differentiate for stronger readers by introducing new, and more challenging, vocabulary. Struggling readers would also benefit from visual aids to illustrate many of the ideas presented. Pictures, diagrams, and charts alongside the text will go far to aid students as they dissect the articles.

Note: Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. TDOE asks local districts to review these materials for social, ethnic, racial, religious, and gender bias before use in local schools.