

CONTENT STANDARD

Students in Wisconsin will describe how marketing strategies are used in business to meet the needs of consumers.

Rationale: Marketing is connected to almost every function of business. All people in an organization are responsible for meeting the needs of their consumers and should, therefore, be familiar with the processes involved with marketing.

PERFORMANCE STANDARDS

- F.12.1 Explain how marketing benefits all businesses
- F.12.2 Define marketing mix
- F.12.3 Describe current trends that affect the marketing mix
- F.12.4 Describe how government regulates marketing (see SS D.12.5)
- F.12.5 Describe how marketing problems are identified
- F.12.6 Describe the market research process
- F.12.7 Describe the factors that influence a consumer's decision to buy
- F.12.8 Identify the elements of the promotional mix
- F.12.9 Identify the role of marketing in the United States economy
- F.12.10 Describe various methods of product distribution (logistics)

Defining the Role of Marketing

Standards

- F.12.1 Explain how marketing benefits all businesses
- F.12.9 Identify the role of marketing in the United States economy

Directions

For this activity you have been assigned to a team to learn how marketing benefits businesses and the role marketing plays in the U.S. economy. As a team you will develop ideas on the role of marketing and how it can benefit business by creating a diagram that shows the relationships between marketing and the economy and the ways that marketing can benefit an economy and its businesses. Before you can contribute to your team, you need to become an expert in a certain area. You will be given a concept in which you will become an expert!

For this activity you will:

1. Take the term you have been given (exchange, marketing, economy) and define it. Be clear and complete and think of an example. Write your ideas on a sheet of paper and hand them in to your teacher for evaluation.
2. Next, as a team, share your individual expertise and discuss how your terms relate to each other.
3. Draw a diagram that shows the relationship between the terms. On the end of the diagram should be a circle with the word "businesses" in it. On the other end of the diagram should be a circle with the word "consumers" in it. This diagram now represents a very simple version of an economy.
4. In an economy, trade takes place to bring consumers and businesses together. This is also known as exchange. Illustrate on your diagram this exchange process in your own way. Be sure to identify on your diagram what is being exchanged.
5. Marketing helps the exchange process take place in a number of ways. On your diagram, draw how you think marketing fits into this process. Include, by using words to describe, how marketing helps in the exchange process and how both consumers and businesses benefit from marketing.
6. Next, draw a box at the bottom of your page. Title this box, "Marketing and the Economy." In this box briefly describe the role that marketing plays in the U.S. economy. Use your diagram as a guide. Hand in this diagram and your individual terms and definitions to your instructor.
7. If requested by your instructor, you may be asked to discuss your diagram with your peers.

You will be evaluated by your instructor regarding the material assigned and presented for evaluation and you will be evaluated by other members of your team regarding your participation and role on the team.

Student Name _____ Date _____

Defining the Role of Marketing Teacher Evaluation

Scoring Standard

You must achieve a rating of "yes" on each criterion to demonstrate competence.

Rating Scale

Yes= Covered the criterion accurately and completely.

No= Did not cover the criterion accurately and completely.

Scoring Guide

Criteria	Rating	Comments
1. Diagram illustrates the relationship between business and consumer	Yes No	
2. Diagram illustrates how marketing fits into the exchange process	Yes No	
3. Diagram illustrates the role of marketing and how it benefits business	Yes No	
4. Illustration includes written description of how marketing helps in the exchange process and how both consumers and businesses benefit from marketing	Yes No	
5. Diagram is visually appealing	Yes No	
6. Diagram, assigned terms and definitions are submitted to instructor for evaluation	Yes No	

Teacher _____ Date _____

Student Name _____ Date _____

Defining the Role of Marketing Team Member Evaluation

Scoring Standard

You must achieve a rating of "satisfactory" on each criterion to demonstrate competence.

Rating Scale

S= Satisfactory; completed the criterion accurately and completely

U= Unsatisfactory; did not cover the criterion accurately and completely

Scoring Guide

Criteria	Rating	Comments
1. Team member participates in discussion of terms associated with economic change	S U	
2. Team member assists in compiling list of terms associated with economic change	S U	
3. Team member is familiar with assigned area of "expertise" and contributes to discussion of assignment based as an "expert"	S U	
4. Team member participates in creating a team diagram illustrating the exchange process	S U	
5. Team member is prepared to orally present diagram and lead discussion identifying how marketing benefits all businesses and the role of marketing in the United States economy	S U	

Teacher _____ Date _____

Directions to Teacher

1. Break the class into groups of three students (minimum). Give the group the directions and assign each student one of the following terms or concepts: marketing, exchange, economy.

If you have a group of three or more, show how businesses benefit from marketing; and how marketing benefits the U.S. economy.

2. Give the students class time (or homework) to define the concepts, to give examples of their terms and concepts and to write a brief (one page maximum) summary of their terms.
3. Have the students teach their group members about their individual concepts or terms. Next, give them the directions for their group diagram building project.
4. Give the students one class period to develop their diagrams. These can be done on any size paper and should be done using colored markers, etc. The students are to hand in the completed diagram and individual definitions on sheet summaries as a group.
5. A group presentation could be beneficial to the entire class. As an option, you may want the groups to discuss their diagrams with the rest of the class.
6. Assessment can be done by reading the diagrams and the individual concept sheets by observing group participation and by viewing the optional group presentations.

Analyze Marketing Mix

Standards

F.12.2 Define marketing mix

F.12.3 Describe current trends that affect the marketing mix

Directions

A marketing mix is a continually changing component in business today. In this assessment activity you will investigate what a marketing mix is and how current trends affect it.

You will be working as part of a "company" to look at ways that current trends may be affecting your company's marketing mix. Your company has been given a product that you are responsible for marketing and you have determined an appropriate marketing mix. Your supervisor wants you to report back to her on your changes to the marketing mix. You will be assigned one of four positions within your company: product specialist, place specialist, price specialist or promotion specialist. Your job is to help the entire company determine current trends that may affect your company's marketing mix.

For this activity you will need to complete the steps outlined below. You will be evaluated by your teacher, your peers and your team members.

1. Break into groups according to the specialty that has been assigned to you by your instructor (product, place, promotion, price, etc.).
2. In your group of "specialists", define the part of the marketing mix that you have been assigned and discuss current trends in your area. Each member should write the definition and list 5-10 changes that may affect their group's specialty.
3. Discuss the mix and current trends with the specialists in your group with regard to each of the company products that have been assigned. As specialists you are going to be applying your special knowledge of each company's product.
4. Return to your group and, going from one specialist to another, discuss the definitions of the specialties and the trends. Take notes on each of the specialties while other specialists present their ideas.
5. Apply this information to the product that your company has been assigned. Define the marketing mix that your company would use for the product that has been assigned to your group. Also, identify changes and trends that may alter this mix for your product.
6. Present your company's product and marketing mix to the rest of the class making sure to cover steps 2-5 above. Identify the parts of the marketing mix and how they relate to your product and the current trends that may affect your marketing mix.

Student Name _____ Date _____

Analyze Marketing Mix Instructor and Peer Evaluation*Scoring Standard*

You must achieve a rating of "yes" on each criterion to demonstrate competence.

Rating Scale

Yes= Covered the criterion accurately and completely.

No= Did not cover the criterion accurately and completely.

Scoring Guide

Criteria	Rating	Comments
1. Oral presentation defines area of marketing mix assigned	yes no	
2. Oral presentation outlines current trends in marketing that affect marketing mix	yes no	
3. Oral presentation relates trends to relative company products represented in the group	yes no	
4. Oral presentation defines a marketing mix for assigned company and product	yes no	
5. Oral presentation identifies the parts of the marketing mix and how they relate to product	yes no	
6. Oral presentation identifies current trends that may affect selected marketing mix	yes no	

Teacher _____ Date _____

Directions to Teacher

You will need to assign the groups a "company" and area of expertise, realizing the current trends and mixes in the market today.

1. Break students into their "companies" of four students. Inform each company that marketing mix is essential to the success of a product and that the market is always changing and current trends may require changes to their marketing mix.
2. Have the student break out by specialties and have the students discuss their specialties and how current trends may affect their product. After ten minutes have them get back into their companies and, cooperatively, share what they know about their specialty, trends and their products. Collectively, the company should decide what mix is best for their company and product. The company is to then present their ideas on their products and the marketing mix to the entire class.

Marketing Regulations

Standard

F.12.4 Describe how government regulates marketing (see SS D.12.5)

Directions

Many facets of our lives are impacted by government regulations. What you watch on TV, how fast you drive, what you eat and drink, and how late you can stay out are all impacted by government regulations. Business and marketing are no exception. Throughout the years, new laws and regulations have been created to protect consumers.

In this activity you will be reporting on one such law and participating along with other members of the class in building a "Marketing Regulation Timeline" which will show how these changes have impacted the history of marketing.

To do your research:

1. Use resources that are available in your guidance office, library or on the Internet, and background information provided by your teacher to research, report and present on the legislation that has been assigned to you.
2. Your report is to be one page, word processed and is to highlight the following:
 - When did the regulation go into effect?
 - Why was the legislation created, why was it needed?
 - What does the regulation do?
 - How does it affect the way businesses operate?
 - What are the impacts on the consumer?
3. Be prepared to discuss your presentation with your peers.
4. Write a brief 2-5 paragraph summary of all oral material presented -- summary should discuss how government regulations have impacted marketing.

Student Name _____ Date _____

Marketing Regulations Teacher Evaluation

Scoring Standard

You must achieve a rating of "yes" on each criterion to demonstrate competence.

Rating Scale

Yes= Covered the criterion accurately and completely

No= Did not cover the criterion accurately and completely

Scoring Guide

Criteria	Rating	Comments
1. Report discusses when regulations went into effect	Yes No	
2. Report includes discussion about why legislation was created	Yes No	
3. Report includes an explanation of how legislation works	Yes No	
4. Report includes information on how legislation affects business operations	Yes No	
5. Report includes information on how legislation impacts consumers	Yes No	
6. Report evidences correct spelling, grammar and punctuation	Yes No	
7. Report is presented orally to others in class	Yes No	
8. Summary of oral material discussed how government regulations have impacted marketing	Yes No	
9. Summary is 2-5 paragraphs long	Yes No	

Teacher _____ Date _____

Directions to Teacher

1. Provide students with background information on government regulations in marketing. A good source of information for related regulation is *Marketing Essentials* by Glencoe.
2. Assign students (either individually or in pairs) to a piece of legislation such as the Sherman Antitrust Act of 1890 or The Clayton Act of 1914. Review the directions and provide time and resources they need to generate quality results.
3. When the reports are completed have students share the information with the class. Discuss how each of the regulations may have impacted business and consumers.
4. Using the reports, create a "Marketing Regulations Timeline" on a class wall. List dates on the timeline and place the reports on the appropriate dates.
5. Have the students individually write a brief (2-5 paragraphs) summary entitled "Government Impacts on Marketing."
6. Assessment can be done by reading the reports, observing the presentations, and possibly by written exam after the lesson is complete.

Market Research

Standards

- F.12.5 Describe how marketing problems are identified
- F.12.6 Describe the market research process

Directions

As you know, the goal of marketing is to provide consumers with products and services that meet their needs and wants. Failure to meet the needs and wants of consumers often leads to the failure of a product or business. As a result, businesses go to great lengths to understand what customers want and need. This process is called market research.

In this activity you will investigate the world of market research — its importance, the research process and how to identify marketing problems. Throughout this activity, ask yourself, "Where would a business be if it didn't understand a customer's needs and wants?"

1. Complete the "Market Research Worksheet."
2. Answer the questions at the end of the worksheet on a separate sheet of paper.
3. Be prepared to share your information orally with your peers.

Student Name _____ Date _____

Market Research*Scoring Standard*

You must achieve a rating of "satisfactory" on each criterion to demonstrate competence.

Rating Scale

S= Satisfactory; completed the criterion accurately and completely

U= Unsatisfactory; did not cover the criterion accurately and completely

Scoring Guide

Criteria	Rating	Comments
1. Worksheet answers define the marketing problem	S U	
2. Worksheet answers identify how obtaining data is a tool to finding the solution to the problem	S U	
3. Worksheet answers suggest alternatives to analyzing data as part of the market research process	S U	
4. Worksheet answers suggest a possible solution for the identified marketing problem	S U	
5. Worksheet answers suggest a plan that would act on the results of marketing research	S U	
6. You participated in discussion identifying marketing related problems with your peers	S U	

Teacher _____ Date _____

Directions to Teacher

1. Give students the needed background information regarding the market research process. Stress the importance of meeting the needs and wants of consumers in marketing. Glencoe's *Marketing Essentials* is a fine source of background information.
2. Give students the activity sheet entitled *Market Research Worksheet*.
3. Create a bulletin board entitled "Market Research." On the bulletin board have an area entitled "The Market Research Process" and an area entitled "Discovering Marketing Problems."
4. When the student worksheets are complete and the students have completed the questions, discuss with the students the Market Research Process. Put the parts of the process on the bulletin board below the appropriate heading.
5. Next, discuss the problem areas that market research deals with. Create subheadings on the bulletin board entitled "Price, Place, Promotion, and Product." Have students identify marketing problems that can be found in each of the four areas.

Market Research Worksheet

Market research is a valuable tool in marketing. Through market research, businesses can find answers to problems that may be difficult to solve in other ways.

In order to understand the market research process, we first need to understand some of the problems that marketers face. The majority of marketing problems deal with the marketing mix (price, product, place, and promotion). For example, a business may be interested in creating a new product to meet a need with a certain group of consumers. Below are some common marketing problems:

Product

- What characteristics do the customers want in a product? (Size, color, etc.)
- What level of quality do customers want?

Price

- Do we want to price our product as a “premium” and have a relatively high price?
- Do we want to establish our product as a discount or value item?
- What are our competitors doing with regard to price?

Place

- How do we want to distribute our product?
- Should we set up exclusive distribution outlets or should we make our product available everywhere?
- What are some new distribution avenues that are becoming available? (Internet shopping, direct mail, etc.)

Promotion

- How do we reach our customer?
 - What magazines do they read? What television shows do they watch?
- These are all very common marketing related problems and can all be solved through market research.

1. Using each of the areas of the marketing mix, generate one problem that you feel may be common in business and marketing.

Product _____
Price _____
Place _____
Promotion _____

It is very important for businesses to address these problems in order to ensure the success of a product. Without meeting the needs and wants of customers, products will surely fail.

Once a problem has been identified, a solution needs to be found. This is where market research becomes so valuable. There are very few problems that market research can't solve. A process has been created to help solve marketing related problems. Identifying marketing problems is the first step in this process.

The Market Research Process

Here are the five steps in the market research process:

1. Define the problem
2. Obtain the data
3. Analyze the data
4. Recommend solutions
5. Act on the results

This process is pretty straightforward and can be used as a guide for solving almost any problem that may arise. Let's walk through these steps using one of the marketing problems you just wrote:

1. Define the Problem

Below, write one of the marketing problems you generated earlier on this worksheet.

2. Obtain the Data

How do you find an answer to a problem? You can either research the problem in the library or some other source by looking up other information that has already been created. Using information that is already available is called using secondary data. Secondary data is a low-cost way to find information, but often times is outdated.

A second way to answer your marketing problem is to generate your own information by exploring the views and attitudes of customers and competitors yourself. Generating your own new and original information is called creating primary data. Primary data is fresh and new and can be set up to answer your specific questions, but is also very expensive to obtain. You have to decide if you would use primary or secondary data to answer your marketing related problem listed above.

Will you use primary data or secondary data in your search for a solution?

PRIMARY SECONDARY

How would you get this data? Would you use trade journals, Internet resources, etc., for secondary sources of information? Would you use mail surveys or phone surveys for primary information?

I would use _____

3. Analyze the Data

Once you have the data collected, you need to convert it into useful information. An understanding of statistics is helpful here since statistics can provide you with valuable information of ranges, averages, etc. However, sometimes simply organizing the data into a manner that is easy to read and understand is very helpful.

How would you convert the data into useful information?

4. Recommend a Solution

Once you have converted the data into useful information, it is time to make a recommendation of your findings. Many times the answers lie in the data that you have gathered and are sometimes very clear. What kind of solution would you expect to find after analyzing the data to the marketing problem you have listed above?

5. Act on the Results

Now that you have an answer to your marketing problem, it's time to act on that problem. Perhaps your problem dealt with how to distribute your product and now you have your answers. The next step is to set up your distribution channel. Or maybe your problem dealt with how to reach your customers. Your research has shown that your customers watch a great deal of prime-time television programs. It is now time to start buying advertising time accordingly.

If action is not taken on the results of your research there is no point in doing research in the first place.

Put your research into action!

Based on the solution you listed above, what would you do to put that answer into action?

Congratulations—You have just completed the market research process!!

Summarize this activity by answering the following questions:

Most marketing problems deal with the marketing mix. Give an example of a problem marketers may face.

How do marketers identify potential problems that may face them?

Identify the five parts of the market research process and briefly describe what happens at each step.

Standard

F.12.7 Describe the factors that influence a consumer's decision to buy

Directions

Understanding the factors that influence us to buy things is very important, both as consumers and as future business leaders. In this activity, you will describe what influences buying decisions by first looking at what influenced your decisions to buy something recently. You might be surprised at what you find.

1. Complete the activity sheet entitled "Personal Buying Decision Inventory" provided by your instructor. Base your answers on something you recently purchased.
2. Based on your inventory, write a brief summary report (1-2 pages, word processed) on what influences consumers (including you) to buy certain items. The inventory itself will give you all the information you need for this summary.

Student Name _____ Date _____

Buying Influences

Scoring Standard

You must achieve a rating of "satisfactory" on each criterion to demonstrate competence.

Rating Scale

S= Satisfactory; completed the criterion accurately and completely

U= Unsatisfactory; did not cover the criterion accurately and completely.

Scoring Guide

Criteria	Rating	Comments
1. You submit activity sheet "Personal Buying Decision Inventory"	S U	
2. Personal Buying Decision Inventory answers are based on something recently purchased	S U	
3. Report summarizes what influences a consumer's buying decisions	S U	
4. Report is word processed and 1-2 pages in length	S U	
5. Report contains correct spelling, grammar and punctuation	S U	

Teacher _____ Date _____

Personal Buying Decision Inventory

You may not be aware of this, but there are many factors that influence the purchases we make. This inventory will help you discover what factors influence your decisions and the decisions of others.

The first thing you need to do in this inventory is to list an item that you recently purchased. The item should have a minimum value of \$10.00. It could be a pair of shoes, any article of clothing, a CD, etc.

The item I bought was _____

The item's cost was _____

In order to buy that item, you probably had to choose between that product and something else. In choosing the item you did, you decided not to buy a competing item. What item did you pass up (choose not to buy) in order to purchase your item?

The item I passed up was _____

This item cost _____

Needs and Wants

The first thing we do as consumers is try to decide if the goods we are going to buy are things we need or simply things we want. Usually we buy things we need (food, clothing, shelter, etc.) before we buy things that we want (entertainment, travel, fashion, etc.)

The item I bought was something that I NEEDED WANTED

How do you determine if something is a need or a want? _____

The Product

In many cases, there are many choices in brands and styles available in almost every product on the market. Think of all of the different shoes that you could buy, or cars, or jackets. With all of these choices, it's amazing we can ever decide on anything — yet we do!

Once we have decided whether the product is something we need or simply want, the next thing we do is evaluate the product itself. We make buying choices based on the product's quality, construction, style, appearance, size, etc. When considering all these characteristics of a product, we often compare these characteristics with those of other brands or models and will ultimately choose one brand over another.

The item that I bought had the following product characteristics:

SIZE _____

STYLE _____

COLOR/APPEARANCE _____

QUALITY _____

CONSTRUCTION _____

What were some of the product characteristics of the competing brands or models that you chose not to buy?

The Price

Price is a very important factor in choosing the goods and services we buy. As we just discovered, products come in all shapes and sizes, colors and styles, and qualities. If price were not a factor, we would all buy the biggest and best of everything. However, as you know, price is a factor. Usually the higher the quality, the higher the price, so we have to make choices.

Sometimes we choose to buy expensive items, sometimes mid-priced items, and other times we choose inexpensive items.

What **price factors** influenced you to buy the item you did?

What were the prices of the products you decided not to buy?

The Source

Source is very important when making buying decisions. Source decisions deal with who we buy from (the store, etc.) and who makes the product we buy (brand names, etc.).

Is where you buy your clothes, shoes, etc., important to you? _____

Is the brand of items that you buy usually important to you? _____

If you answered yes to either of these questions, it's safe to say that the source is important to you. This is true of many consumers and can have great influence on buying decisions.

What **source factors** influenced your decision to buy the item you did?

The Time

Time is something that we may overlook when discussing buying decisions. Marketers go to great lengths to make things available at a time when consumers want or need them. Think of times when you bought something because the item was on sale at that particular time or a winter jacket that you bought just before the cold wind began to blow. These are examples of the time being right to buy.

Think of times when you wanted to buy something but didn't have the money to buy just then. This is an example of the time to buy being wrong for you.

What time factors influenced your decision to buy that product when you did (why was the time right?)

Summary

This inventory gives you a good idea of what drives you to buy the things you do. Buying decisions are based on needs and wants, product characteristics, price, time, and the product's source. These factors contribute to almost every buying decision we make.

In a short report, reflect on how these factors influence your personal purchases and what role you believe these factors play in other people's buying decisions.

Directions to Teacher

1. Give students the background information they may need to understand basic consumer behavior. Glencoe's *Marketing Essentials* can be helpful here.
2. Give the students the inventory sheet and instructions. Give them time and resources to generate quality results.
3. When the inventory sheets and summaries are completed have students share some of their findings with their peers.
4. Assessment can be done by reading the reports, observing the discussion, and possibly by written exam after the lesson is complete.

Analyze Promotional Mix

Standard

F.12.8 Identify the elements of the promotional mix

Directions

Promotion is a very important part of the marketing mix. In the marketing mix, various parts are brought together to optimize the effectiveness of our marketing efforts (price, product, place and promotion).

The promotional mix is a similar concept in that we bring various components together to ensure that our promotions are the best they can be and we are reaching our customers in the most effective fashion.

Each part of the promotional mix (advertising, publicity, sales promotions, and personal selling) is designed to complement the others. Advertising creates awareness of a company or a product while publicity creates a favorable image of a business. Advertising can help in the personal sales process by informing and educating customers as to the benefits of a particular product. Sales promotions help to stimulate sales, enhance the advertising effort and support personal selling. All parts of the promotional mix need to work together.

In this activity, you will be developing an awareness of the promotional mix and its elements.

1. In a group, research and discuss the promotional mix element you have been assigned (advertising, publicity, sales promotions, and personal selling). Identify the characteristics of your element, find examples of it in the real world, and discuss its relationships to the other elements.
2. Create a chart with your promotional element identified on top. Make a short list identifying the characteristics of your type and give examples. Also, identify how the element is related to other elements in the promotional mix.
3. Give a brief presentation to the class on your promotional mix element, its characteristics and relationship to the other elements to the class.

Student Name _____ Date _____

Analyze Promotional Mix Teacher Evaluation*Scoring Standard*

You must achieve a rating of "satisfactory" on each criterion to demonstrate competence.

Rating Scale

S= Satisfactory; completed the criterion accurately and completely

U= Unsatisfactory; did not cover the criterion accurately and completely.

Scoring Guide

Criteria	Rating	Comments
1. You participate in a group	S U	
2. Chart contains short list identifying the characteristics of element type and some examples	S U	
3. Chart relates assigned element of promotional mix to other elements in the mix	S U	
4. Oral presentation describes characteristics of promotional mix elements and its relationship to other elements	S U	

Teacher _____ Date _____

Directions to Teacher

1. Give the students the needed background information pertaining to promotional mix. Stress the importance of meeting the needs and wants of consumers in marketing. Glencoe's *Marketing Essentials* is a fine source for background information.
2. Break students into groups and assign each a specific element in the promotional mix (advertising, publicity, personal selling, and sales promotion). Give students the instructions for the activity.
3. Give students time to research and discuss their elements and to create their chart.
4. Have groups give brief presentations on their promotional mix elements.
5. Create a bulletin board entitled "Promotional Mix." Put their charts on the board when presentations are complete. Lead a discussion on how the elements work together using an example they are familiar with. Snack food or soft drink companies work well.

Production Distribution

Standard

F.12.10 Describe various methods of product distribution (logistics)

Directions

The goal of marketing is to provide consumers with products and services that meet their needs and wants. A very important component to meeting the needs and wants of consumers is putting products in a place that is convenient for them to buy.

For example, oil is of little value to most of us as it sits in an oil field in the Middle East. However, it is very important to us at the local gas station. Putting products in places where we can buy them satisfies our needs and wants.

Deciding how to get products to a place where customers need them is called distribution. A big part of distribution deals with logistics.

Logistics is simply the method of how we choose to transport products from one place to another. Common logistics methods include shipping, railways, trucks and air transportation.

In this activity you will explore the different methods of transportation and the advantages and disadvantages of each type as it relates to product distribution. You will be assigned to a team for discussion and compilation of data pertaining to your assigned logistics. Follow the steps below for this activity.

1. In your group, discuss the logistics type that you have been assigned. Discuss with group members the characteristics of your transportation (logistics) type and the pros and cons of your logistics type.
2. Create a chart with your transportation type listed on top. Make a short list identifying the characteristics of your type and its pros and cons.
3. Give a brief presentation of your logistics type, its characteristics and pros and cons to the class.
4. Given certain situations, identify which logistics method you would use to transport products from one location to another. Identify why you chose the method you did.

Student Name _____ Date _____

Production Distribution

Scoring Standard

You must achieve a rating of "yes" on each criterion to demonstrate competence.

Rating Scale

Yes= Covered the criterion accurately and completely.

No= Did not cover the criterion accurately and completely.

Scoring Guide

Criteria	Rating	Comments
1. You participate in a group project	Yes No	
2. You participate in oral presentation of characteristics, pros and cons of a specific transportation method	Yes No	
3. You identify appropriate method of distribution given various situations and identified reasons for choosing specific method	Yes No	
4. You engage in discussion of the characteristics of transportation (logistics) and its pros and cons	Yes No	
5. Chart lists type of transportation assigned	Yes No	
6. Chart lists pros and cons of assigned logistics type	Yes No	

Teacher _____ Date _____

Directions to Teacher

1. Give students the background information they may need to understand logistics. Stress the importance of meeting the needs and wants of consumers in marketing. Glencoe's *Marketing Essentials* is a fine source for background information.
2. Break students into six groups and assign each group a specific logistics method (trucking, rail, water and shipping, express carriers, pipelines and air transportation).
3. Give students time to discuss their method of transportation and to create their chart.
4. Have groups give brief presentations on their logistics method.
5. Create a bulletin board entitled "Logistics." Put their charts on the bulletin board when presentations are complete.
6. Have students take out a blank sheet of paper. Give them numerous transportation situations and have them identify which method they would use and why they chose that method. Examples may include:
 - Wheat from the plains states to the shipping ports in Superior, Wisconsin.
 - Wheat from the docks in Superior, Wisconsin to a European country.
 - Live lobster from Maine to a restaurant in San Francisco.
 - Big screen televisions from the factory in Kentucky to the store in Dallas, Texas.
 - Oil from Alaskan oil fields to the ships waiting at the sea port.
 - One copy of a software program from California to Wisconsin—fast!You can think of other examples or situations that may be specific to your area.

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