



Stage 9 - Market Your Product

Stage Overview:

In this stage, students will prepare to sell their bars. They will practise math as they work with money and discuss the concept of food prices in a real-life context. Students will also be introduced to the concept of profit in a very simple way. They will design marketing materials to promote their businesses and discuss and design responsible packaging. Teachers will work with their students to determine where the proceeds will go, an opportunity to discuss social justice and community.

Learning Objective:

- Decide on a selling price.
- Calculate profit.
- Promote a food product.

Materials Needed:

- *Granola Bar Marketing Strategy* template (started in stage 2)
- Photographs of the students' finished products
- Examples of food advertisements

Time Frame: 1.5 hours

Curriculum Connections: These lesson plans are mapped to curriculum objectives. Find all the details on page 3.

Presentation Notes

Slide 3:

Decide on a Selling Price

- Explain: this is an exciting stage; it is the day they will prepare to sell their products. First, we need to decide on a selling price.
- Ask students to discuss in groups what they think we need to consider to decide on a selling price (i.e., consider how much the ingredients cost, making the price affordable so customers want to buy it but not so low they cannot cover their costs).
- Explain: if it costs \$1 to make each granola bar, then your selling price needs to be more than \$1 so you make a profit.
- Profit is the money left over after you have covered the costs of making the product.
- Provide students with the average cost of their bars based on what the class's shopping cost. You may need to tweak it to make the numbers simpler to work with.
- Ask students to decide on a selling price and then subtract to work out how much profit they will make for each bar they sell. Model the subtraction calculation method you would like them to use, if necessary.
- Lead a conversation about what should be done with the money raised. There might be a local charity the students like or the money raised could be used to fund the project next year.



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| <p>Slide 4-5: Promotion</p> | <ul style="list-style-type: none"> • Share the definition of promotion and ask the children to think of real-life examples they have seen. |
| <p>Slide 6: Exploring Food Advertising</p> | <ul style="list-style-type: none"> • Give students a selection of food advertisements from magazines, flyers, or the Internet. Have them examine what the businesses have done to persuade customers to buy their product. Do they think it works? Would they be persuaded? How does the ad use photographs and persuasive language? |
| <p>Slide 7: Designing Promotional Material</p> | <ul style="list-style-type: none"> • Ask students to take inspiration from the promotional material they have examined to design their own written advertisement for their product. • Remind them to describe/explain how their product is better than their competitors' products. • Remind them to include the price, food miles, and nutritional benefits they researched in stage 7. • Remind them to include the price and special offers (e.g., lower introductory price, buy one get one free). • Programs such as Adobe Express, PicCollage or Canva could be used for this task. |
| <p>Slide 8: Performing Promotional Material</p> | <ul style="list-style-type: none"> • Ask students to work in their business groups to plan and perform a television or radio advertisement for their product. • Remind them to speak clearly, not too fast, and at normal volume when they are presenting. • Assess spoken language during their performance. • Free Audacity software could be used to record their ads and do basic edits, including removing mistakes, adjusting volume, and adding music and/or sound effects. These could be played as part of the bake sale activity in the next stage. |
| <p>Slide 9: Thinking About Packaging</p> | <ul style="list-style-type: none"> • Use the presentation to lead a discussion about the environmental effects of packaging, plastic, and paper. • In business groups, ask the children to brainstorm how they could package their product without plastic, using minimal paper. • Some examples of this to share could be beeswax wraps or reusable wheat flour bags. |
| <p>Slide 10: Designing and Making Packaging</p> | <ul style="list-style-type: none"> • Ask students to draw and label a sketch of their packaging. Remind them to think carefully about how they can make their product stand out from its competitors on a shelf. • The students could then make and decorate an example of the packaging. • Alternatively, the Foldify iPad application could be used to design packaging nets. The children could select an appropriate template, add custom artwork and then print, cut out, and fold their nets to create packaging. |



Curricular Connections:



Mathematics - Money and Finances

- **F1.1** estimate and calculate the change required for various simple cash transactions involving whole-dollar amounts and amounts of less than one dollar.



Language - Oral Communications

- **B1.1** Use effective listening skills, including asking questions to clarify information and ideas, in formal and informal contexts and for various purposes, including in small- and large-group conversations and various classroom activities.
- **B1.3** Identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including establishing a rapport with the audience, to communicate clearly and coherently.
- **B1.5** Use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension.