



STAGE 1

STARTING A BUSINESS

Kick off the pizza challenge and start thinking like entrepreneurs!

Lesson 4 • Introduction to Marketing Strategies

Overview

During this Marketing Strategies lesson, you will introduce students to marketing concepts including how and why logos have evolved. Students will work in their business teams and collaborate to create a business name and an original logo for their business.

Career Connections are included as an extra activity at the end of the slides.

Learning Goals

Students will:

- Understand how media forms, conventions, and techniques impact the audience
 - Produce a name and logo using a variety of techniques and tools, including digital or manual design and production tools, to achieve the intended effect.
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Materials Needed

- [Stage 1 Lesson 4 Teaching Slides](#)
 - [Student Resource Packet](#) (all lessons, printable)
 - [STEMterprise Deliverables Tracker](#)
 - Video:
 - [What Makes a Great Logo?](#)
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Teachers' Notes

[Canva](#) is a great tool for students to use to create logos

Time Frame: 60+ min

This lesson is approximately 40 minutes with time for a draft logo. Getting students into teams and discussing brainstorming and expectations may extend the lesson. You may need more time for students to finalize their logos and decide on a business name. Students do not need to finalize their business names or logos yet; these can remain tentative or in draft form as the project progresses.

Career Connection

There is an optional Career Connection at the end of this and all lesson slides and the [Career Connections Slides](#) can be found at this link. Career: Communication Specialist and Graphic Design.

Curriculum Expectations

Language

Strand A Digital Media Literacy

A2.4 demonstrate an understanding of the forms, **conventions**, and techniques of **digital** and **media texts**, consider the impact on the audience, and apply this understanding when analyzing and creating texts

A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions

Strand D Composition

D3.1 produce final texts using a variety of techniques and tools, including digital design and production tools, to achieve the intended effect

D3.2 publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message

Transferable Skills:

- Critical thinking and assessment
- Problem solving

Agriculture/Agri-Food Themes:

- Understand the role of marketing related to agricultural products
 - Understand how media can be used to misinform the public
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STEMterprise References for Educators

STEMterprise Webpage: <https://goodineverygrain.ca/ontario-farming-stemterprise/>

Video Links

- [Ontario Farming STEMterprise: Grade 5 Pizza Shop Business](#)
- [Students: Are you ready for your own pizza business?](#)

STEMterprise Teacher Support Resources

- [Ontario Farming Grade 5 Educator Information Packet](#)
- [STEMterprise Grade 5 Assessment Planning](#)
- [Project Overview](#)
- [Combined Grade Activities](#)
- [Career Connections Slides](#)
- [Coding Connections Slides](#)
- [Good in Every Classroom Education Blog](#)
- [Good in Every Classroom Newsletter Sign-Up](#)

Stage 1 | Lesson 4: Introduction to Marketing Strategies

Slide 5: Business Connection	This Business Connection slide is intended to get kids thinking about the learning ahead as it specifically relates to their pizza business. Encourage the students to make early connections about the learning goals and the connection to their business. At this initial stage of STEMterprise, students may not have any ideas to share yet. This can be a question for them to consider at this point. This question will come up in each lesson and they can make these connections further into the project. The simple signposts along the bottom give students a sense of where they are on their learning journey. You can note the number of stages and which lesson you're on in that particular stage.
Slide 6: Minds On!	The Story of the Starbucks Logo The very first Starbucks logo was designed by an artist named Terry Heckler. It showed a two-tailed mermaid, also called a <i>siren</i>, from Greek mythology. The mermaid was chosen because Starbucks started in Seattle, a city known for its boats and ocean history. In 1987, a company called Il Giornale bought Starbucks. Terry Heckler changed the logo a bit, keeping the ocean theme to show Starbucks' Seattle roots. The new logo used a green colour to represent freshness and growth. By 1992, Starbucks focused the logo on the siren's face and used only green and white. These colours were meant to show the company's goal to <i>"inspire and nurture the human spirit."</i> In 2011, the logo was updated again. The siren looked more realistic, and the company name was removed from the circle. Today, the Starbucks siren is one of the most famous symbols in the world. Credit: ebaqdeisgn.com
Slide 7: What's in a Name?	A company's name is important because it establishes the company's identity and helps people recognize it. It is the first thing customers see and if it is well-chosen, it can be an effective

	advertising tool. Discuss: What are the names of some pizza restaurants in our community? Is there anything interesting about the names?
Slide 8: Go Team!	Discuss. Eg., Pizza hut sells pizza, a hut is a home, so it would be a place where you can eat pizza and feel at home. Burger King sells burgers and because they are the “king,” they sell the best burgers. Canadian Tire sells tires and Canada and loyalty are important to them.
Slide 9: Go Team!	Before creating your groups and proceeding with the business name and logo task, spend some time discussing how to brainstorm and establish a co-constructed criteria about working collaboratively to help give students clear expectations and some basic skills. Use the right side of the slide to co-construct what the class values in a team member. This site discusses the 7 brainstorming rules on this slide and makes a suggestion using Post-it notes for brainstorming. This Edutopia article about brainstorming has a student-friendly protocol you may want to use instead.
Slide 10: Give it a Name! (Activity)	Give students some time to decide on a business name. They will need this before they can go on to design their logo. There are some fun company naming websites you might want to try if you Google “business name generator.”
Slide 11/12: Design a Logo (Activity)	Watch: https://youtu.be/u76UYT9s8PI?si=Ti9zo983Vx72d6LA Students can make logos by hand or using digital tools such as Canva, Google Drawings, or Google Gemini (AI) if this platform is encouraged and used by your board and class
Slide 13: Wrap Up	Share your group’s logo with the class. Do you notice similarities between logos? What differences do you notice?

Slide 14: What's Next?	The “What’s Next?” slide is intended to be flexible and may be customized or filled in by teachers based on their classroom needs, pacing, and next steps.
Slide 16: Career Connections	Have students guess what the career is based on the descriptions in the boxes. Click AgScape Communication Specialist and Graphic Designer links for career profiles.