

# Promotional Mix Lesson 5: Promotional Mix Project

**SUBMITTED BY:** Leya Matthew

**SUBJECT(S):** Marketing

**GRADE LEVEL(S):** 9, 10, 11, 12

## ≡ OVERVIEW:

This is the final lesson in this module, and it brings together all the elements of the promotional mix discussed in previous lessons in the form of a project.

## ≡ NBEA STANDARD(S):

- Marketing, IV. The Marketing Mix

## ≡ WHARTON GLOBAL YOUTH PROGRAM ARTICLE:

- [“Crowdfunding, Creativity and Kickflips Inside a Church in Spain”](#)

## Common Core Standard(s):

1. CCR Standard for Reading: Read closely to determine what the text says explicitly and to make logical inferences from it.
2. CCR Standards for Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other’s ideas and expressing their own clearly and persuasively. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

3. CCR Standards for Speaking: Present information, findings and supporting evidence such that listeners can follow the line of reasoning, and the organization, development and style are appropriate to task, purpose, and audience.

**Objectives/Purpose:** In this lesson, students will (1) analyze the promotional strategies of a product and (2) design a promotional campaign for a related product.

**Knowledge@Wharton Article:** [“Value Destruction: The Cost to Companies That Engage in Deceptive Marketing”](#)

**Other Resources/Materials:** Internet access

**Activity:**

1. Students come in and are given the Knowledge@Wharton article *“Value Destruction: The Cost to Companies That Engage in Deceptive Marketing.”* Students are also given the questions in a handout so that their reading can be purposeful. They are asked to read the article individually (5 mins) and work in pairs (5-8 mins) to discuss and record their answers to the questions.

Q. The promotional mix we have discussed in previous lessons includes advertising, public relations, sponsorship, sales promotions, and direct mail. According to the article, what promotional strategies do drug companies use and why? Which strategies are not used as extensively and why?

The analysis is expected to cover the following points: Drug Companies market their products extensively. Vioxx, an arthritis drug, used direct mail—advertise directly to the customer without listing its side effects. Online advertising is being used too, often in the form of public relation material—a neutral health care web site with no connection to the company, but recommending the company’s products. Other direct advertising includes a strange mutation of sponsorship and sales promotion—offering doctors speaking fees and subsidized trips to resorts.

After the students finish their analysis teacher reviews the main points along with the advertisements of both Vioxx and Celebrex. Each pair is asked to contribute one point and after a round, the class looks at the advertisements. (5 mins)

2. The pairs are now randomly grouped into small groups. Teacher asks the small groups to choose any drug, either mentioned in the article or from their personal experience, and design a

damage control strategy for a drug that has been taken off the market and a promotional strategy for a new drug that has been introduced.

Teacher mentions that the promotional strategy here is a communication strategy, not just a promotional strategy. Teacher asks students to use as many of the promotional mix elements discussed earlier as possible. The previous question on the handout may be referenced for the list of promotional elements covered in this module.

Students are given 10 minutes to prepare and told that they will have 5 minutes of oral presentation time. (*10 mins*)

### 3. Presentation and Feedback (*15-20 mins*)

The groups are asked to present their designs. Other groups are encouraged to provide constructive criticism—*what was insightful about the design? Was there anything about the design you felt was unethical or misleading?*

### 4. Wrap-up

Teacher wraps up the project by going over the communication/promotion mix and asking students for feedback.

**Tying It All Together:** For the project, I chose to focus on a market sector that raises several questions of ethics. This allows me to move beyond promotions to a larger communicational perspective. Alongside, the analysis advises young adults to be critical of promotional strategies employed by the health sector, and the value of communicating accurately even while promoting and marketing a product.

**Practice Outside of the Classroom:** Like any project lesson, this project too can be easily extended beyond the classroom. Student groups could be asked to analyze the promotional strategy of any product in the market place by actually collecting data from the market — by researching stores (for sales promotions), communities, their lives, and the Internet.

To supplement their analysis they could also survey customers who use this product, and those who do not, for their consumption patterns and for the impact of each element of the promotional strategy on their consumption behavior.

The analysis can be in the form of a written submission or a Power Point presentation, or even a movie. That would motivate them to familiarize themselves with new software or legitimize and

validate their many literacies.

**What Worked and What I Would Do Differently:** If you are using Google as a search engine, it might be prudent to conduct your searches on the “everything” tab rather than on the “images” tabs. The “images” tab has greater likelihood of pulling up inappropriate material. If inappropriate material is accidentally displayed, be upfront and frank about the issues of using Internet in the classroom, and maybe also ask students about problems they face while using Internet to conduct secondary or preliminary research. You could also briefly discuss the problem of information overload and difficulties in information processing.

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