

<b>Subject:</b> BBB4M		<b>Grade:</b> 12
<b>Teacher:</b> Alex Chen	<b>Duration:</b> 180 minutes	<b>Lesson No:</b> 4.1
<b>Unit #:</b> 4	<b>Topic:</b> Marketing Challenges	

**Overall Expectations** (*Directly from The Ontario Curriculum*)

1. Assess the challenges facing a business that wants to market a product internationally

**Specific Expectations** (*Directly from The Ontario Curriculum*)

- 1.1. Explain the importance of understanding consumer differences when marketing globally.
- 1.2. Identify market-entry strategies used by companies for entering foreign markets.

**Learning Skills** (*Where applicable*):

- Independent Work – Students self-study before and after class.
- Responsibility – Students must finish Glossary quiz and Check Your Understanding quiz before class.
- Initiative – Students are encouraged to ask questions during the Q&A session.
- Collaboration – Students will work in groups for the final production activity.

**Learning Goals** (*What do I want the students to know and/or be able to do?*)

Today you will:

1. Explain the importance of understanding consumer differences when marketing globally.
2. Identify market-entry strategies used by companies for entering foreign markets.

**Success Criteria**

*(Based on the application, how will I know students have learned what I intended?)*

*(Recording Devices: anecdotal record, checklist, rating scale, rubric)*

By the end of class:

1. I can explain three ways to differentiate customers.
2. I can compare the pros and cons of the three types of marketing strategies.

**Materials and Resources**

PPT presentation

Textbook: Fundamentals of International Business

**Lesson Structure and Activities**

**Independent Work**

**Timing**

**Lesson**

50 minutes

Textbook Work

	<b>Learning Objective</b>	<b>Textbook Pages</b>	<b>Questions</b>
	2. Explain the importance of understanding consumer differences when marketing globally.	p.204-211 <b>Section 8.2 The 2 C's of Marketing</b>	1. How can businesses avoid ethnocentrism? 2. Explain three ways to differentiate customers. 3. What are the direct and indirect competitors for Coca-Cola? 4. What are four examples of competitive advantage?
	2. Compare marketing approaches taken by companies in different foreign markets	p.185-188 <b>Section 8.3 Market Research and Marketing Strategies</b>	5. Compare the two ways of doing market research. 6. Compare the pros and cons of the three different types of marketing strategies.
15 minutes	<b><u>Glossary Quiz</u></b> <ul style="list-style-type: none"> <li>Study the glossary on Moodle</li> <li>Then do the glossary quiz on Moodle before class</li> </ul>		
15 minutes	<b><u>Check Your Understanding Quiz</u></b> <ul style="list-style-type: none"> <li>Do this quiz after you do the textbook work.</li> </ul>		
10 minutes	<b><u>Exit Card</u></b> <ul style="list-style-type: none"> <li>Do this short survey after class.</li> </ul>		
<b>During Class</b>			
<b>Timing</b>	<b>Lesson</b>		
10 minutes	<b><u>Announcements</u></b> <b>Slide: Announcements</b> <ul style="list-style-type: none"> <li>Teacher will go over announcements related to the course.</li> </ul>		
15 minutes	<b><u>Review + Warmer</u></b> <b>Slide: Review + Warmer Discussion</b> <ul style="list-style-type: none"> <li>Students will be put into groups to discuss the review and warmer questions.</li> <li>Teacher will ask some students to share their answers with the class.</li> </ul>		
15 minutes	<b><u>Homework Q&amp;A</u></b> <b>Slide: Homework Q&amp;A</b> <ul style="list-style-type: none"> <li>Students will be required to ask some questions about the homework to encourage deeper thinking and to clarify understanding for the class</li> </ul>		
15 minutes  (cumulative 55 mins)	<b><u>Example Exam Questions</u></b> <b>Slide: Example Exam Questions</b> <ul style="list-style-type: none"> <li>Students will be put into groups to discuss the example exam questions.</li> <li>Teacher will ask some students to share their answers with the class.</li> </ul>		

30 minutes	<p><b><u>Final Production</u></b></p> <p><b>Slide: Group Presentation</b></p> <ul style="list-style-type: none"> <li>• Students will be put into small groups to prepare a presentation on how Hai Di Lao can compete effectively in Canada.</li> <li>• Each group presents to the class.</li> </ul>
5 minutes	<p><b><u>Homework Assignment</u></b></p> <p><b>Slide: Independent Work for Next Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will assign the independent work for next lesson</li> <li>• Teacher will remind the students to do the exit survey</li> </ul>

**Assignments / Homework**

Lesson 4.2 Independent Work	Time
Textbook Work	50
Study the glossary and do the Glossary Quiz	15
Check Your Understanding Quiz	15
Exit Card after class	10
Total	90

**Reflections**

*(What do I need to do to become more effective as a teacher in supporting student learning?)*

## The Erindale Academy Daily Lesson Plan Unit # and Lesson Plan #

Assessment Strategies					
For Learning		As Learning		Of Learning	
<b>Student product:</b>		<b>Student product:</b>		<b>Student product:</b>	
<input type="checkbox"/> Diagnostic tests <input type="checkbox"/> Practice quiz <input type="checkbox"/> Pop quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Class notes <input type="checkbox"/> Peer feedback <input type="checkbox"/> <b>Practice questions</b> <input type="checkbox"/> Practice tests	<input type="checkbox"/> Learning logs <input type="checkbox"/> Self-assessment sheet <input type="checkbox"/> Homework <input type="checkbox"/> Self-analysis sheet <input type="checkbox"/> Peer-analysis sheet	<input type="checkbox"/> Assignments <input type="checkbox"/> Tests <input type="checkbox"/> Exam <input type="checkbox"/> Case studies <input type="checkbox"/> Business report <input type="checkbox"/> Exit card	<input type="checkbox"/> <b>Observation:</b> <input type="checkbox"/> <b>Whole class discussions</b> <input type="checkbox"/> <b>Group discussions</b>	<input type="checkbox"/> <b>Observation:</b> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> <b>Presentation</b> <input type="checkbox"/> Performance tasks	<input type="checkbox"/> <b>Conversation:</b> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Small group discussions</b>
<input type="checkbox"/> <b>Class discussions</b> <input type="checkbox"/> Peer feedback		<input type="checkbox"/> <b>Observation:</b> <input type="checkbox"/> <b>Whole class discussions</b> <input type="checkbox"/> <b>Group discussions</b>		<input type="checkbox"/> <b>Conversation:</b> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Question and answer session</b>	
<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Small group discussions</b>		<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Small group discussions</b> <input type="checkbox"/> <b>Pair work</b>		<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Question and answer session</b>	
Lesson Tools					
Direct Instruction	Indirect Instruction	Interactive Instruction	Independent Study	Experiential Learning	Instructional Skills
<input type="checkbox"/> Structured overview <input type="checkbox"/> Lecture <input type="checkbox"/> Compare & contrast <input type="checkbox"/> Socratic method <input type="checkbox"/> Demonstrations	<input type="checkbox"/> Problem solving <input type="checkbox"/> Case studies <input type="checkbox"/> Reading for meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective discussion <input type="checkbox"/> Writing to inform <input type="checkbox"/> Concept formation <input type="checkbox"/> Concept mapping <input type="checkbox"/> Concept attainment	<input type="checkbox"/> <b>PowerPoint</b> <input type="checkbox"/> Video clip <input type="checkbox"/> Debates <input type="checkbox"/> Role playing <input type="checkbox"/> <b>Brainstorming</b> <input type="checkbox"/> Peer partner <input type="checkbox"/> Learning/analysis <input type="checkbox"/> <b>Discussion</b> <input type="checkbox"/> Laboratory groups <input type="checkbox"/> <b>Cooperative learning</b> <input type="checkbox"/> Groups <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem solving <input type="checkbox"/> Conferencing	<input type="checkbox"/> Essays <input type="checkbox"/> Computer assisted <input type="checkbox"/> instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning activity packages <input type="checkbox"/> Correspondence lessons <input type="checkbox"/> Learning contracts <input type="checkbox"/> <b>Homework</b> <input type="checkbox"/> Research projects <input type="checkbox"/> Assigned questions <input type="checkbox"/> Learning centers	<input type="checkbox"/> Field trips <input type="checkbox"/> Conducting <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Story telling <input type="checkbox"/> Focused imaging <input type="checkbox"/> Field observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model building <input type="checkbox"/> Surveys <input type="checkbox"/> Case studies	<input type="checkbox"/> <b>Explaining</b> <input type="checkbox"/> <b>Demonstrating</b> <input type="checkbox"/> <b>Questioning</b>