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ORAL COMMUNICATION

Reading Different Text Forms: Reading Graphical Texts

Introduction to Retailing and Services Marketing, Grade 11: (BMX3E)
Retail Sectors

Graphical text forms (such as diagrams, photographs, drawings, sketches, graphs, schedules, maps, charts, timelines, and tables) are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Providing students with an approach to reading graphical text also helps them to become effective readers.

Purpose

- Become familiar with the elements and features of graphical texts used in any course.
- Explore a process for reading graphical texts, using a range of strategies for before, during, and after reading.

Payoff

Students will:
- become more efficient at 'mining' graphical texts for information and meaning.
- practise essential reading strategies and apply them to the retail and services marketing course.

Tips and Resources

- Charts, graphs, diagrams or illustrations supplement the main text in an article and provide clues to the important concepts in the text.
- Sometimes a complicated idea or concept can be communicated more easily through a chart, graph, diagram or illustration.
- Some of the features of graphical texts include:
    - print features (such as typeface and size of type, bullets, titles, headings, subheadings, italics, labels, and captions).
    - organizational features (such as tables of contents, legends, keys, pronunciation guides, labels and captions).
    - design features (such as colour, shape, line, placement, balance, focal point). Design features may also include images.
    - organizational patterns (such as sequential, categorical, and explanatory).
- Teachers may choose a variety of graphical text samples so that students may practise assessing features (e.g., a bar graph presenting statistical data, a table showing rows and columns, a diagram or graphic organizer showing connecting ideas). This practice may be completed by using random examples from an existing textbook or by providing photocopies. Students could then circle, underline or highlight the features of the graphical texts to secure their understanding.
- As an alternative, teachers may use the suggested activity as a way to assist students in understanding the features of graphical text.
- See:
    - Student Resource: *Tips for Reading Graphical Texts.*
    - Student Resource: *Retail Spending Habits*.
    - Student/Teacher Resource: *Retail Sectors.*

Further Support

- Provide students with an advance organizer to guide them as they read a particular text. This might be a series of prompts to guide them through the reading task

Reading Different Text Forms: Reading Graphical Texts

Introduction to Retailing and Services Marketing, Grade 11: (BMX3E)
Retail Sectors

What teachers do	What students do
Before • Present the words, 'retail sectors', on the chalkboard or overhead transparency. • Ask students to brainstorm their understanding or interpretation of the idea. Have students recall previous experiences related to the topic. Share Student/Teacher Resource, *Retail Sectors.* • Explain that to increase background knowledge about the topic, students will examine a piece of graphical text. Ensure students understand features of graphical text (e.g., print features such as typeface, titles, and source; organizational features such as the arrangement of the material, any design or organizational patterns of the text).	• Contribute ideas about the topic. • Recall and share previous experiences or background knowledge about the topic. • Record notes from brainstorming session on 'retail sectors'. Record on the Student/Teacher Resource, *Retail Sectors.* • Think about the significance of the features of graphical text before scrutinizing the content of the reading.

During
• Distribute Student Resource, *Retail Spending Habits.*
• During reading, help students connect the features of the graphical text to what they already know about the topic. By using the features (e.g., title, subtitles) students can predict the meaning of the content.
• Provide students with focus questions such as:
   - What is the purpose of this graphic?
   - How is the information organized?
   - Is any information missing?
• Demonstrate how to paraphrase the information presented (e.g., the title of the example means …; in Canada in May 2005, families spent …; my family's spending might be similar in …).
• Invite students to organize the content information in a different way, (e.g., largest sector expenditure to smallest).
	• Examine features of graphical text according to the questions presented.
	• Write ideas in spaces provided.
	
	• Use focus questions presented by teacher to increase knowledge and understanding of the features of graphical text.
	
	• Model paraphrasing technique as demonstrated by teacher.
	
	• Organize the content information as directed by teacher.

After • Summarize the activity by reviewing the process students used for reading graphical text. Compare to the information in Student Resource, *Tips for Reading Graphical Text.* • Ask students to give other examples of how they can use the reading strategies (e.g., in tables, charts, and bar graphs).	• Summarize the activity by reviewing the process used for reading graphical text and compare to Student Resource, *Tips for Reading Graphical Text.* • Provide other examples of how you can use the reading strategies (e.g., in tables, charts, and bar graphs).

Notes

Tips for Reading Graphical Texts

Before Reading
- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to determine what type it is and which elements are used.
- Examine the titles, headings, captions and images. Start with the title. The title tells you what the graphic is about. The captions may also use words and phrases from the text to show how the graphic is related to the information in the written text (e.g., "Figure 1.6").
- Recall what you already know about the topic or subject.
- Record some questions you might have about the information presented.

During Reading
- Read all the labels and examine how they are related to the graphic. Each label has a purpose. The most important labels may be in capital letters, bold type, or a larger font.
- Follow the arrows and lines. They may be used to show movement or direction, or connect to the things they name.
- Look for the use of colour or symbols to emphasize important words and information. Some graphical texts have a legend or a key to explain the meaning of specific symbols and colours.
- Study the image carefully. See if you recognize the details in the image. Read the text near the picture to find an explanation of the information in the graphic. Use the figure number or title and key words to find and read the related information in the written text.
- Identify the relationships among the visuals and information presented.

After Reading
- Interpret the information conveyed in any of the graphics (e.g., diagrams, charts, graphs, maps). Ask yourself why this information might be important.
- Rephrase information orally or in writing. Imagine that you are explaining the graphic to someone who has not read it.
- Create your own graphical text (e.g., graph, map, diagram, table, flowchart) to represent the important information.
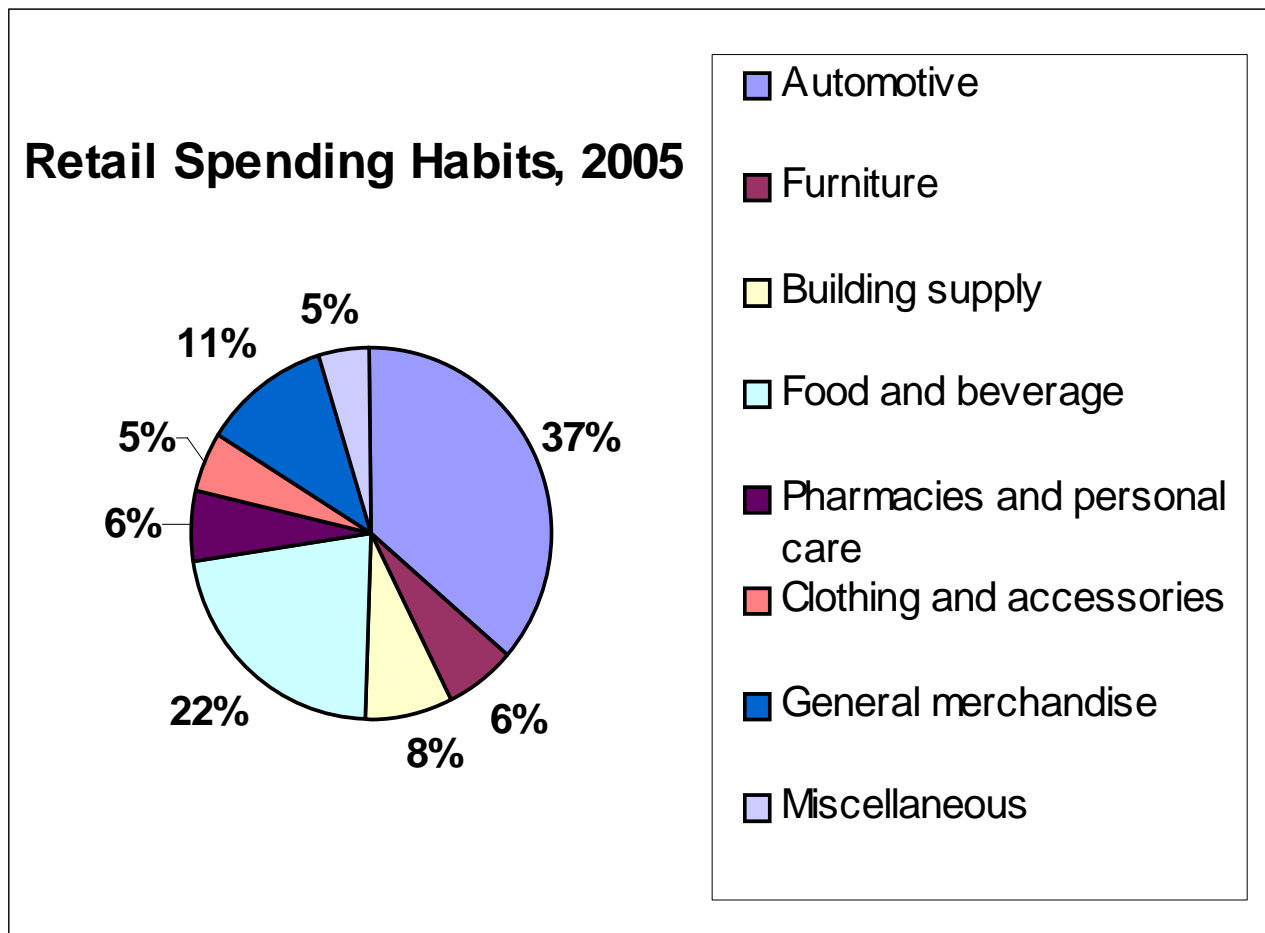
Retail Spending Habits

In May 2005, Canadian households reported spending in the following manner:

Sector	$ (mil.)	Sector	$ (mil.)
Automotive	11,784	Clothing & accessories	1,724
Furniture	1,949	General Merchandise	3,630
Building Supply	2,481	Miscellaneous	1,531
Food & beverage	7,192		
Pharmacies & personal care	1,979	**Total Expenditure**	**32,270**

(Tables and charts created by Lynda Anstett based on Statistics Canada information:
http://www.statcan.ca/Daily/English/050722/d050722b.htm#tab3ftnotep)

Retail Spending Habits, 2005

5%
11%
5%
6%
37%
22%
6%
8%

- Automotive
- Furniture
- Building supply
- Food and beverage
- Pharmacies and personal care
- Clothing and accessories
- General merchandise
- Miscellaneous

Questions and Activities:
1. What print features have been used in this example of graphical text?
2. What is the organizational feature of this example of graphical text?
3. What design features have been used in this example of graphical text?
4. What organizational patterns have been used in this example of graphical text?
5. Re-organize the expenditures from largest sector expenditure to smallest. Predict how your family's retail spending habits might compare, by percentage.
6. Share this information with your parents/guardians to see how your family's expenses actually do compare.

Retail Sectors

Automotive
New car dealers
Used and recreational motor vehicle and parts dealers
Gasoline stations

Furniture, home furnishings and electronics stores
Furniture stores
Home furnishings stores
Computer and software stores
Home electronics and appliance stores

Building supplies and outdoor home supplies stores
Home centers and hardware stores
Specialized building materials and garden stores

Food and beverage stores
Supermarkets
Convenience and specialty food stores
Beer, wine and liquor stores

Pharmacies and personal care stores

Clothing and accessories stores
Clothing stores
Shoe, clothing accessories and jewelry stores

General Merchandise stores
Department stores
Other general merchandise stores

Miscellaneous retailers
Sporting goods, hobby, music and book stores

Engaging in Reading: Visualizing

Introduction to Retailing and Services Marketing, Grade 11: (BMX3E)
Retail Systems and Operations

Unseen text is the information that resides inside the reader's head: ideas, opinions, essential background knowledge. The unseen text is unique to each reader. (Cris Tovani, 2002)

Visualizing text is a crucial skill for students because if they can get the picture, often they can get the concept. When students don't get the pictures in their heads, the teacher may need to think aloud and talk them through the ideas in the text, explaining the pictures that come to mind. Visualization can help students to focus, remember, and apply their learning in new and creative situations. It is an invaluable skill, where understanding spatial relationships can be a key to solving complex problems.

Purpose
- Promote comprehension of the ideas in written texts by forming pictures in the mind from the words on the page.

Payoff
Students will:
- re-read and reflect on assigned readings.
- develop skills for independent reading.
- improve focus and attention to detail.

Tips and Resources
- Words on a page can be a very abstract thing for some students. They don't inspire pictures in the mind or create other types of sensory images. Teaching students to visualize or create sensory images in the mind helps them to transform words into higher-level concepts.
- In order to visualize text, students must understand the concepts of *seen* and *unseen* text.
- Seen text involves everything students can see on the page: words, diagrams, pictures, and special typographical features. If using a textbook regularly (see resource list below), use the strategy ***Getting Ready to Read: Previewing a Text***. In addition, text pictures can be very effective in visualizing a concept.
- Unseen text draws on background knowledge and experiences, and word knowledge as students become more familiar with vocabulary.
- For more information, see:
    - Teacher Resource, *Practise Visualizing from Text – Sample Text to Read Aloud*.
    - Student Resource, *Practise Visualizing.*

Laroche, M., and G. Mcdougall, *Canadian Retailing*, 4th ed. Toronto: McGraw-Hill Ryerson Limited, 2000; Visual Display and Store Design: Chapter 8, pp. 181-203.

Further Support
- Learning to visualize takes practice. Model the strategy of visualizing for your students, using a variety of texts from the subject area.
- Put students in pairs from the beginning of this strategy and allow them to work through the texts together.

Engaging in Reading: Visualizing

Introduction to Retail and Services Marketing, Grade 11: (BMX3E)
Retail Systems and Operations

What teachers do	What students do
Before • Engage students in thinking how pictures convey meanings. Use classroom examples such as posters or magazine advertisements without the copy. • Ask students what happens when people listen to a radio. What pictures come to mind? Invite students to give examples. • Explain that written text often prompts pictures in our minds and therefore messages. This is known as *visualizing*. Continue by engaging students in a class discussion about the importance of visualizing text in their minds to get the idea or concept the words are trying to convey. • Share some of the mind pictures derived from text. See Teacher Resource, *Practise Visualizing from Text – Sample Text to Read Aloud*, which includes a think aloud script. Invite students to share the pictures in their heads. • Teachers may choose to clarify key words.	• Observe classroom examples as pointed out by the teacher. • Think about pictures conveyed by radio messages. • Contribute examples. • Listen to explanation about visualizing. • Respond verbally to examples of mind pictures derived from listening to examples presented by teacher. • Observe key words from the visualizing examples as recorded on chart paper.
During • Provide additional text samples. See Student Resource, *Practise Visualizing.* • Ask students to work individually to create mind pictures from the text. • Ask students to join with three other students to compare mind pictures.	• Read silently and make notes about the mind pictures that emerge from the words in the text samples. • Compare and discuss their mental images with other students.
After • Engage students in a whole-class discussion about the kinds of things that may have triggered their mind pictures or mental images (e.g., understanding of a specific word, personal experience, something read previously, a movie or television show). • Confirm that individuals may have some very different pictures in their minds, based on differing personal experience. Since some of those pictures will be accurate and some inaccurate, students should confirm their pictures with other details or elements of the text, as described below. • Remind students that textbook features (e.g., diagrams, pictures, a glossary) may help them to create more accurate and detailed mind pictures.	• Contribute their responses to class discussion.

Notes

Practise Visualizing from Text - Sample Text to Read Aloud

Text	Think Aloud Script
A customer will enter a retail store if the display window appeals to them.	I was walking through the mall when I saw lots of people stopped in front of a jewellery store. As I got closer I could see that the store had turned the front display window into an aquarium. Inside the aquarium were beautiful, brightly-coloured fish swimming around shimmering rings, necklaces and earrings that had been suspended from invisible wire. I went inside the store to see how they displayed some of their other jewellery.
Colourful graphics are used to draw attention and as a way to relate information. Sometimes these colourful graphics appear above aisles in a store.	I went to the grocery store with my Mom and while she was getting other groceries I ran to get my favourite cookies and cereal. I looked above the aisles at the huge, bright orange signs with big white letters on them. Cookies were in aisle 3 and cereal was in aisle 4. The signs made it very easy for me to shop for the items I wanted.
Interactive displays create a modern environment in a retail store. The use of televisions to provide information and entertainment for the customer has proven to be very effective.	I went to my favourite clothing store with two friends and we spent a lot of time watching the televisions in the store. We watched the fashion show of the fall clothes that were being sold in the store. We learned so much about what is currently in fashion and we made a list of 'must have' items for this year.

Practise Visualizing

Read and think about each of the samples below. Then record in your notebook the pictures that come into your mind based on the words that you have read.

Text Sample
1. It is important to prepare ahead of time for a job interview. Research as much as you can about the job and the company. Anticipate questions that you may be asked in the interview. As well, prepare questions that you may wish to ask the interviewer about the job and the company. Do get a good sleep the night before and eat a small, healthy meal prior to arriving for the interview.
2. Do not arrive late for an interview. You should arrive about 15 minutes before the scheduled interview time. Ask the receptionist to direct you to the washroom facilities where you can check to make sure your appearance is neat and clean. As well, arriving early gives you ample time to relax , calm your nerves and the opportunity to look over both your resume and the questions that you have prepared for the interview.
3. Dress for success in your interview. Do not let your outfit (or your perfume or cologne) overpower you. Stay away from that bright yellow, patterned jacket and opt for a darker, solid colour such as navy, brown, or black. You can infuse a little of your personality in the solid-colour shirt and tie or blouse. Again, caution on the side of conservatism. If you are absolutely unsure of what to wear, call ahead and ask the interviewer if the company has a dress code. If the dress code is 'business casual', it is recommended that you dress more formal than casual for the interview.

The visualizing samples were created by Lynda Anstett, Hamilton-Wentworth D.S.B.

Generating Ideas: Rapid Writing

Introduction to Retail and Services Marketing, Grade 11: (BMX3E)
Career Opportunities

When students engage in *rapid writing* at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

Purpose
- Help students to start writing and ultimately to produce more writing.
- Encourage fluency in generating ideas for writing on any topic, in any subject area.
- Help students begin organizing ideas.

Payoff
Students will:
- rapidly generate fresh ideas about topics in retail and services marketing.
- write down ideas without self-editing.
- generate draft material for more polished work.
- complete writing activities on time, overcome writer's block, and improve test-taking skills.

Tips and Resources
- There are numerous opportunities for application of this strategy in retail and services marketing course planning.
- A computer lab for word processing is an effective place for students to do this work.
- This strategy may also be used to review classroom work, in conjunction with brainstorming (e.g., notes, text, magazines, newspapers).
- Use rapid writing regularly in the retail and services marketing classroom, and have students select the day's topic. Possible topics might include the importance of customer service, the methods used to maintain customer loyalty, and critical factors in inventory control, including the role of technology.
- Students can apply this strategy when writing tests or examinations by "scribbling down" information they are afraid of forgetting just before they begin responding to the questions.
- For more information, see:
    - Student/Teacher Resource, *Tips for Rapid Writing*.
    - Teacher Resource, *Rapid Writing Exercise*.
- Students access website for information to compare a variety of retail jobs (e.g., allretailjobs.com).

Further Support
- Write the topic on the board, and do not repeat it orally if a student comes in late. Instead, point at the board. This also reinforces the topic for visual learners and for students who have poor aural memory.
- Encourage students to use the rapid writing strategy to overcome anxiety for tests or assignments.
- Use timed writing for parts of a task (e.g., as many words as possible in three minutes, then as many more as possible in the next three minutes).
- Vary criteria and the amount of time you give students; some students may need to work in point form, or stop and break after three minutes.
- Save completed rapid writing samples to use later to teach writing conventions or organization of ideas.
- Create a competition for the longest lists in the quickest time.
- Post the topic-related vocabulary in the classroom as an aid for struggling students.
- Have students prepare a gap analysis (e.g., What do you have? What do you need? What are you going to do to acquire the skills?).

Generating Ideas: Rapid Writing

Introduction to Retail and Services Marketing, Grade 11: (BMX3E)
Career Opportunities

What teachers do	What students do
Before • Explain that the purpose of rapid writing is to allow students to record what they know about the topic without worrying about repetition, spelling, grammar, or any other error. • Give directions for rapid writing. See Student/Teacher Resource, *Tips for Rapid Writing.*	• Read the Student/Teacher Resource, *Tips for Rapid Writing*. • Have paper and pen or computer ready. • Ask for clarification if required.
During • Review directions. See Student/Teacher Resource, *Tips for Rapid Writing*. • Read and record the topic on the board from Teacher Resource, *Rapid Writing Exercise.* • Give the signal to begin. • Time the students (3 to 7 minutes). • Give the signal for students to stop writing. (You may want to give them a one-minute warning.)	• At the starting signal, write or type as quickly as possible without stopping or making any corrections.
After • Debrief. • Ask students to count the number of words they have written. • Ask who has at least "x" words, until only one or two hands remain up. • Discuss each career list based on what the students have written. • Encourage students who don't usually participate. • Focus the students' attention on how their rapid writing can be the starting point for more polished pieces. • **Alternatively**, as a follow-up, direct students to begin classifying and organizing their ideas. • Alternatively, have students prepare a gap analysis (e.g., What do you have? What do you need? What are you going to do to acquire the skills?).	• Count and record the number of words. • Discuss each career list by reading aloud parts of what they have written. • In pairs, explain the thinking behind the categories used. • Self evaluate and/or discuss and share information with a classmate.

Notes

Tips for Rapid Writing

❑ Write as fast as you can.

❑ No corrections or erasing allowed.

❑ Write until your teacher says STOP! Do not stop before!

❑ Don't lift your pen/pencil from the paper or remove your hands from the computer.

❑ If you get stuck, jumpstart your brain by writing the topic title and extending it to a sentence.

❑ When your teacher says 'STOP!', count and record the number of words you have written.

❑ Be prepared to discuss your topic; use the writing you have done to start you off.

Rapid Writing Exercise

Topic:

> **What are the skills and characteristics required by retailers?**

Possible Answers:

- ➢ Patience
- ➢ Enjoy working with others
- ➢ Interest in sales
- ➢ Neat appearance
- ➢ Ability to communicate clearly and effectively
- ➢ Product Knowledge
- ➢ Courteous
- ➢ Efficient
- ➢ Flexible
- ➢ Math skills
- ➢ Reading and writing skills
- ➢ Display skills
- ➢ Recognize and deal with security risks
- ➢ Comfortable with technology
- ➢ Ability to convince people
- ➢ Knowledgeable about trends
- ➢ Creative
- ➢ Listening skills
- ➢ Experience
- ➢ Attention to detail
- ➢ Understanding customer needs

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Small-group Discussions: Place Mat

Business Studies
Introduction to Retail and Services Marketing Grade 11 (BMX3E)
The Marketing Process (The Retail and Service Sectors)

In this easy-to-use strategy, students are divided into small groups, gathered around a piece of chart paper. First, students individually think about a question (examples of the major types of businesses in the retail and service sectors), and write down their ideas on their own section of the chart paper. Then students share ideas to discover common elements, which can be written in the centre of the chart paper.

Purpose

- Give all students an opportunity to share ideas and learn from each other in a cooperative small-group discussion.
- Develop a list of the major types of businesses in the retail and service sectors.

Payoff

Students will:
- have an opportunity to reflect and participate.
- enjoy communicating with others and extending their learning while accomplishing the task.

Tips and Resources

- The strategy can be used with a wide variety of questions and prompts. There is a match with numerous BMX3E expectations, for example:
    1. What happens when a major American retailer enters the Canadian market?
    2. Identify the factors that affect competition.
    3. How do businesses compete with one another for customers?
    4. List a range of careers in the retail and service sectors.
    5. Describe the key characteristics and skills needed to obtain employment.
- Use the place mat strategy for a wide variety of learning goals, for example:
    - to encourage students to share ideas and come to consensus on a topic;
    - to activate the sharing of background knowledge among students;
    - to help students share problem-solving techniques in marketing and retailing;
    - to take group notes during a video or oral presentation.
- Groups of 2 to 4 are ideal for place mat, but it can also work with up to 7 students in a group.
- You may choose several questions or issues for simultaneous consideration in a place mat strategy. To start, each group receives a different question or issue to work on. Once they have completed their discussion, the groups rotate through various questions or issues until all have been explored.
- Place mat also works well as an icebreaker when students are just getting to know each other.
- For a sample place mat, see Teacher Resource, *Template for Place Mat* and Student/Teacher Resource, *Place Mat Sample: What is marketing? What are the elements of the marketing mix?'*

Further Support

- Give careful consideration to the composition of the small groups, and vary the membership according to the students' styles of learning and interaction, subject-matter proficiency, and other characteristics.
- Some students may benefit from being able to "pass" during group sharing.

Small-group Discussions: Place Mat

Business Studies
Introduction to Retail and Services Marketing Grade 11 (BMX3E)
The Marketing Process (The Retail and Service Sectors)

What teachers do	What students do
Before • Divide students in groups of 4 to 6. Provide each group with a large piece of chart paper and marker for each member. • **Step 1: Teacher Model** - Using *Teacher Resource, Place Mat Template* as a guide, either on the chalkboard or using an overhead transparency, ask the students to draw a similar template on their chart paper allowing enough sections for each member of the group. Everyone must have his/her own area to write in. • **Step 2**: **Teacher and Whole Class** -Make an overhead of the *Place Mat Sample* and ask the students to answer the questions: "What is marketing?" "What are the elements of the marketing mix?" Direct each group to think about the assigned question. Allocate a section of the place mat to each group. Fill in the group responses and complete the centre from the teacher notes.	• Divide the chart paper into sections. • Contribute to the class discussion on the Sample Question, "What is marketing?" "What are the elements of the marketing mix?" • Share with the class the group's thoughts on what marketing is and what makes up the marketing mix. • Work together to come to consensus on the definition of marketing and the marketing mix components.
During • **Step 3**: Direct each group to think about examples of the major types of businesses in the retail and service sectors, and then to respond silently, writing in their personal area of the place mat for a predetermined amount of time. (**Teacher suggestions**: fashion retailing, food marketing, travel and tourism, financial services). • Another option is to list the questions found in **Tips and Resources** and assign one for each group.	• Gather their thoughts about the major types of businesses in the retail and service sectors and write silently in their own area of the paper, respecting the space and silence of all members of the group.
After • Give a signal for students in each group to discuss their ideas and experiences and find common elements or ideas. • Have students post the charts to share their group's thinking with the class. • In a class discussion, compare the results of all groups with how the topic is presented in the classroom textbook or other classroom reading. Identify gaps while recording the differences.	• Engage group discussion on common elements or ideas and record the ideas in the centre. • Use oral skills, such as active listening, requesting clarification, and coming to consensus. • Circulate the charts and compare group results to information from another source (e.g., textbook, article) to identify gaps. • Contribute to class discussion to create a list of differences between place mats and textbook content.

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Small-group Discussions: Place Mat

Business Studies
Introduction to Retail and Services Marketing Grade 11 (BMX3E)
The Marketing Process (The Retail and Service Sectors)

Template for Place Mat

1. Write quietly, on your own, in your section of the place mat, the major types of businesses in the retail and service sectors.
2. Through group sharing of ideas and experiences, list and/or describe the major types of businesses in the retail and service sectors in the center section of the place mat.

The Major Types of Businesses in the Retail and Service Sectors

Student/Teacher Resource

Place Mat Sample

What is marketing?
What are the elements of the marketing mix?

- A business function
- Selling the consumer a product or service
- Product development
- Selling
- Communicating about a product or service in order to encourage recipients of the communication to purchase or use the product or service.

- Finding out what people want
- Producing it
- Getting it to customers

  - Research
  - Sales
  - Advertising
  - Packaging

"Marketing is planning and executing the conception, pricing, promotion, and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational objectives" (American Marketing Association)

Marketing Mix describes the four marketing elements: product, distribution, price and promotion.

- Moving goods from the manufacturers to the buyers

- Distributing
- Promoting

- Buying and selling in a market.
- Actually selling the goods and services that businesses offer

- Letting consumers know what is available
- Pricing the goods or services

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Presentations: Electronic Presentation

Business Studies
Introduction to Retail and Services Marketing Grade 11 (BMX3E)
The Marketing Process (Consumers and Marketing)

Many students are hesitant to give presentations in class; they are uncomfortable or nervous and do not clearly understand the ease of producing effective presentations with electronic presentation software. The ability to communicate effectively is an important skill. By providing guidelines for exemplary electronic presentations and facilitating student collaboration, teachers will ease student stress.

Purpose

- Provide students with guidelines for effective electronic presentations to help students plan and organize their presentations.
  - How a presentation is designed has a significant effect on how the information it contains is conveyed, perceived, and retained.
  - Electronic presentation software has the ability to combine text, graphics, sound and animation to an electronic presentation made up of pages referred to as slides. Electronic presentations are used in many businesses for a variety of applications.

Payoff

Students will learn that:
- presentation software allows students to quickly and easily produce a professional looking electronic presentation.
- a traditional presentation may make use of any combination of: cue cards, speaker's notes, overheads, flip charts, sound recordings or video. An electronic presentation can organize all these components together.
- the presenter can use the information in the presentation as his/her speaker cues. Each slide provides a cue to assist in the delivery of the oral part of the presentation.
- interesting transitions between visuals, having words and objects "fly in", and playing video and sound clips, all contribute to audience interest.
- electronic presentation software allows for the integration of information from other software applications.

Students will:
- create an effective electronic presentation on consumers and marketing.

Tips and Resources

- See the guidelines and template for effective electronic presentations in the following resources;
  - Student Resource, *Guidelines for Effective Electronic Presentations.*
  - Student/Teacher Resource, *Consumers and Marketing Task Sheet.*
  - Student/Teacher Resource, *Consumers and Marketing Presentation Topics.*
  - Student/Teacher Resource, *Presentation Tips.*
- This strategy may be used in conjunction with Think/Pair/Share, Group Roles, and Discussion Etiquette.

Further Support

- Some students may feel uncomfortable speaking in front of the whole class. Students should be given other opportunities to share and practice the electronic presentation.
- Give careful consideration when determining pairs of students who will present together.

Presentations: Electronic Presentation

Business Studies
Introduction to Retail and Services Marketing Grade 11 (BMX3E)
The Marketing Process (Consumers and Marketing)

What teachers do	What students do
Before • Book computer time. • Review *Think/Pair/Share, Group Roles* and *Discussion Etiquette* strategies. • Decide whether students have the skills to effectively research a topic, or need further instruction and review. • Prepare copies of Student Resource: *Guidelines for Effective Electronic Presentations,* and Student/Teacher Resource: *Consumers and Marketing Task Sheet, Consumers and Marketing Presentation Topics,* and *Presentation Tips.* • Establish class groupings that ensure each member is willing to support the learning of others. • Match topics for the electronic presentation to student group's knowledge, skills, and interests.	• Read handouts • Make notes based on teacher instructions and reviews
During • Give the students the Student Resource *Guidelines for Effective Electronic Presentations* and take a few minutes to review it with them. • Lead the class in a discussion of effective electronic presentations. • Put students in groups of two. Give each group the Student/Teacher Resource: *Consumers and Marketing Task Sheet* and *Presentation Tips.* • Read the presentation tips with the students and encourage the class to add to the list. • Assign electronic presentation topics. • Facilitate the preparation of the electronic presentations.	• Discuss ideas with the class on effective electronic presentation. • Add any new ideas about presentation tips to their handouts. • Research the topic, collect the data, group the data, create the electronic presentation, practice and give the presentation.
After • Provide time for reflection.	• Have students reflect on the success of their presentations and make notes on areas for improvement.

Notes

Presentations: Electronic Presentation

Business Studies
Introduction to Retail and Services Marketing Grade 11 (BMX3E)
The Marketing Process (Consumers and Marketing)

Guidelines for Effective Electronic Presentations

- **Use a Template:** Finding readable and pleasing colours, lettering, layout and backgrounds is a complex task and calls for some aesthetic appreciation. Beginners should start by **using a template provided** with the presentation package.

- **Consistency:** As you advance to your own designs, remember that well-designed presentations use a consistent format with contrasting colours and easy to read fonts. **Keep templates and graphics simple** and free from too many lines and textures. Colour can be a powerful visual tool. Use it sparingly. Avoid large areas of heavily saturated (over 80%) colours like red or orange. They are difficult to reproduce electronically. What you see on your computer screen may not be what you see on the actual presentation equipment.

- **Font Selection: Use sans serif typefaces**, like Arial, Helvetica, or Verdana for presentations. The serifs (little "feet" that hang off serif fonts, as seen in Times New Roman, clutter the slide, making it more difficult to read. Remember fonts should enhance the presentation without being the focus. **Use bold and italic** to emphasize text, not as the main text style. Bold and italic text is useful to make certain words stand out, but it's tiring to read an entire paragraph in bold or italic. DO NOT USE ALL CAPS in titles of body text; they are all shaped like rectangles, which make them harder to read.

- **Simplicity: Keep content simple and short.** Use key words instead of complete sentences. The text on each slide should reflect the main points of your presentation. Bulleted items can introduce or summarize key points. The text should not represent verbatim what you plan to say.

- **Limited Text: The 666 Rule**: No more than 6 words per bullet, 6 bullets per slide, or 6 text slides in a row. If you have more than 6 words per bullet, then it is not a bullet point. Bullets should not be complete sentences. More than 6 bullets per slide and your audience will have difficulty reading the slide. Spread your information over multiple 'slides' rather than crowding words and graphics on a single slide. Design an approximately 10% blank or 'safe' area around your text and pictures to allow for differences in projector equipment. Showing/Presenting six text slides in a row means you have been talking for at least 10 minutes without a visual. You may be losing the audience's attention.

- **Organize** a basic presentation outline**:**

    - ✓ **Title, Author(s)' Name(s)**
    - ✓ **Introduction and Background**
    - ✓ **Information and Issues**
    - ✓ **Results and Discussion**
    - ✓ **Summary**

- **Use a title on all your slides** When a PowerPoint presentation is converted to web pages, the title is used in the navigation frame. If there's no title, it's difficult for your audience to follow the presentation.

- **Always use your software's alignment tools** (center, right justification, custom tab stops) instead of spaces and default tabs to align text.

- **Graphics** Attempt to substitute pictures, tables or charts for words to convey complicated information quickly and efficiently. **Use JPG format for images** embedded in a presentation, instead of BMP (bitmap), TIF, or PCX. JPG is a compressed bitmap format; converting your images to JPG can reduce the file size of your presentation considerably. Also be sure to crop and size your images appropriately.

- **Carefully double-check** your slides for spelling and grammar errors, and numbers. Check that the presentation is not too big to transport. Does it fit on a floppy? Is it small enough to e-mail? If you have a removable disk, is the presenting machine compatible? Always have print copies of your visuals**.**

Developed by Marion Spino, Hamilton-Wentworth D.S.B

Student/Teacher Resource

Presentations: Electronic Presentation

Business Studies
Introduction to Retail and Services Marketing Grade 11 (BMX3E)
The Marketing Process (Consumers and Marketing)

Consumers and Marketing Task Sheet

The Task: **You are a team of Marketing Consultants. Together, research the (assigned) topic concerning consumers and marketing.**

The Process: Your team must research the assigned topic, collect the data, group the data, prepare the presentation, practice the presentation, and give the presentation to the class.

The Product: An electronic presentation on your topic**.**

Consumers and Marketing Presentation Topics

1. Relate the changing demographics and lifestyle in Canada to changes in the tastes, preferences, and priorities of Canadian consumers.
2. Relate changes in consumer needs and wants over the past few decades to changes in retail and service businesses (e.g., consumer demand for fast food, portable communication devices).
3. Identify the types of consumer groups that use specific retail and service businesses within their community.
4. Describe how information technology has had an impact on the ability of businesses to identify and respond to consumer needs.
5. Explain the importance of marketing research.
6. Explain the process by which consumers make a buying decision.

Presentation Tips

Be Prepared Have backup copies of your notes and files. Make sure you have booked the required equipment and that you know how to set it up. If you have handouts, make copies well in advance. Practice your presentation. Rehearse your timing.	**Be Professional** Show interest and enthusiasm. Do not just read the presentation; highlight what is written and expand with additional information. Have eye contact with the audience. Speak slowly, clearly and loudly. Use body language and move around if possible.
Spice it Up Use a 'hook' to get the audience's attention. Use the inflection in your voice: monotone voices lose the audience.	**Manage the Room** Ensure that the screen or TV is viewable for everyone. Eliminate background noises by closing windows and doors or turning down fans.