BIG IDEAS

Marketing services and products can be designed through consultation and collaboration.	Personal design choices require the evaluation and refinement of skills.	Tools and **technologies** can influence people's lives.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Applied Design	• marketing and promotion opportunities within the **local community**
Understanding context	• role of **advertising** in domestic and international contexts
• Conduct **user-centred research** to understand opportunities and barriers	• marketing processes, including the **AIDA** (Attention, Interest, Desire, Action) model
Defining	• **social marketing** and ethical marketing, including the ethics of **cultural appropriation**
• Establish a point of view for a chosen marketing and promotion opportunity	• marketing and promotion strategies, including **test marketing**, segmentation, targeting, and positioning
• Make decisions about premises and **constraints** that define the marketing design space	• ways to improve marketability of products and services
Ideating	• types of advertising that can influence diverse target market groups offline and online
• Generate ideas and enhance others' ideas to create possibilities, and prioritize the possibilities for prototyping	• **risk assessment** associated with marketing products and services
• Work with users throughout the design process	• influence of corporate sponsorship, including naming rights
Prototyping	
• Identify and use a variety of **sources of inspiration** and **information**	
• Choose an appropriate form and level of detail for prototyping	
• Plan procedures for prototyping multiple ideas	
• Construct prototypes, making changes to tools, materials, and procedures as needed	
• Record **iterations** of prototyping	
Testing	
• Identify and obtain critical feedback with a **relevant audience** to evaluate effective test marketing	
• Based on feedback received and evaluated, make changes to product and/or service plan or processes as needed	

Learning Standards (continued)

Curricular Competencies	Content
Making • Identify tools, technologies, materials, processes, cost implications, and time needed for development and implementation • Use **project management processes** when working individually or collaboratively to coordinate or create processes or products • **Share** progress to increase opportunities for feedback, collaboration, and, if applicable, marketing ***Sharing*** • Decide on how and with whom to share or promote their **product or service** and creativity • Critically reflect on their design thinking and processes, and identify new marketing goals • Assess their ability to work effectively, both individually and collaboratively **Applied Skills** • Apply safety procedures for themselves, co-workers, and users in both physical and digital environments • Identify and assess skills needed for marketing and design interests, and develop specific plans to learn or refine them over time • Demonstrate the ability to apply a framework for problem solving **Applied Technologies** • Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for marketing and promotion interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change • Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level	• event planning, coordination, and facilitation skills • **interpersonal and public relations skills** to promote products or services and to interact with potential customers • career options in marketing and promotions

- **technologies:** tools that extend human capabilities

- **user-centred research:** research done directly with clients to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **constraints:** limiting factors, such as target market characteristics, available technology, expense, space, environmental impact
- **sources of inspiration:** may include personal experiences; First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders
- **information:** may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline
- **iterations:** repetitions of a process with the aim of approaching a desired result
- **relevant audience:** people who represent the target market
- **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during execution
- **Share:** may include showing to others or use by others, including the client
- **product or service:** for example, a physical product, event, service, strategy, process

- **local community:** for example, in the school community, for a local not-for-profit agency
- **advertising:** including ambient advertising and digital or virtual advertising
- **AIDA:** AIDA is an acronym for Attention, Interest, Desire, and Action, referring to the marketing and advertising stages from when a consumer first becomes aware of a product or brand through to when the consumer makes a purchase decision.
- **social marketing:** Rather than financial effects, the primary goal is to achieve positive social effects.
- **cultural appropriation:** using or sharing a cultural motif, theme, "voice," image, knowledge, story, song, or drama without permission or appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **test marketing:** The purpose of test marketing is to find out how users/consumers receive promotion ideas before the marketing strategy is launched on a larger scale.
- **risk assessment:** anticipating and addressing user/consumer effects (e.g., financial hardship and social-emotional impacts) and environmental challenges
- **interpersonal and public relations skills:** for example, professional communications and courtesies; technological or visual supports to accompany marketing or demonstrations at conferences; social media and networking