

Starting the School Year with Kognity

Topic: 4 Marketing

Lesson: Ready for Action Lesson Plan

Subject: IBDP Business Management



What can I use this lesson plan for?

This is a great lesson plan for introducing students to both the IBDP Business Management curriculum and Kognity's digital textbook features in the beginning of the school year. The activities in this lesson work well with remote or in person learning. As the year progresses, you can use these activities with different topics in the Business Management digital textbook.

Lesson Objectives:

Students will be able to apply Kognity's digital textbook features to classroom learning in Business Management.

Time Allotment:

Recommended time is 1.5 hours, however the revision activities provide opportunities for extension.

Materials:

[4.5.1](#) (the product life cycle), [4.5.2](#) (product: extension strategies), [4.4.5](#) (Qualitative and Quantitative Research)

Activities with Kognity

Introduction Activity

Project the Business Management [overview page](#) on the board (or screenshare) and give a brief introduction of more useful Kognity features for students, **by explaining that:**

- The content in each section of the book incorporates features such as **videos, external links, simulations, and example questions** to enhance students' learning.
- Each subtopic has a series of **section questions** that allow students to check their knowledge and understanding in small increments.
- The **practice centre** has exam style questions, strength tests and battles for all topics that allow students to check their knowledge and understanding of each topic. As they engage with the **strength test and battles**, their **strength bar** (on the overview page) will increase, allowing them to keep track of their strong content areas and areas they need to work on.
- Teachers can assign [readings](#) and [questions](#) and can keep track of student progress.

Hook

1. Project (or share your screen) the diagram of the product life cycle, found in section [4.5.1](#)
2. Discuss the following questions with your students:
 - What do each of the axes represent? (i.e. X is Time, Y is demand for a product)
 - What are examples of products/brands that may fall within each category?
 - How do you "extend" the life of a product? How do you know which strategy might work best?

Class Activity

1. Show students the video, [Quantitative vs. Qualitative Research](#), which you can access either from section [4.4.5](#) or the [resource library](#).
2. Take two or three examples given for the the “decline” stage and discuss:
 - What kind of research would be the best for them to pursue in developing an extension strategy? (e.g. Are they trying to *uncover* and *understand* consumer preferences? Or would it be better to *measure* and *predict* patterns?)
 - What kind of questions would they ask? Who might be in their sample?

Independent Activity

1. Explain to students that their next task is to ensure the product’s future success by conducting research on a possible *Extension strategy*. However, in order to understand what they need to do, they must study possible extension strategies.
2. As a “mini-lesson”, assign students to independently read section [4.5.2](#): Extension Strategies, and complete the section questions on Kognity.
3. Students will then review their progress by completing a [question assignment](#) with specific questions on Extension Strategies (*page two* of the question list for topic 4.5).

Group Activity

1. When students are finished, review their statistics for the questions assignment and identify the students that may need reinforcement of this topic.

As a consolidation strategy, these students can be grouped with students who performed well on the assignment and they will review the feedback for the questions together.



2. Group students into teams of 3-4 and have each group discuss the following questions:
 - Choose one of the declining products picked by the class (or their own example).
 - Identify the strategy that they believe might work best to extend the product’s life.
 - Describe the kind of research (quant or qual) that might be needed to evaluate whether the extension strategy would work or not.

Revision Activities

The following are different revision activities you can do with your class on any Business Management subtopic:

- Have students respond to the Checklist prompts at the end of each section in their [Kognity notebooks](#).
- Assign students [Practice/Exam-style questions](#), where they can answer one to two questions for a specific subtopic that has already been discussed in class. These questions are modelled after IB exams, so they will prove invaluable when students are getting ready for exam papers.
- Create a [question](#) or [reading assignment](#) on any topic or subtopic. Then, have students head over to the [Assignments tab](#), so they can identify how assignments are presented to them, and can complete their first graded homework/activity on Kognity.