Facilitation Guide: Marketing Magic

Challenge

Students will develop and implement a marketing plan to sell a digitally designed product created using Glowforge. Students will determine whether to sell a digital file or a physical product, as well as how to best market this product. Students should consider their target market, competitors, and unique product qualities.

This challenge is intended to be the first of three challenges within the Entrepreneurship series. You can choose to do these challenges sequentially, or pick and choose as needed.

Rationale

To have a successful enterprise, business owners need to develop marketing plans that build their brand identity and engage their target market to drive sales and revenue growth.

In this challenge, students will act as business owners, thinking critically about the needs of their target market to compete with similar products. Being able to think outside the box when it comes to marketing strategies and refining their product will set students up for success.

Glowforge offers an innovative approach to product design and creation, making it the ideal tool for any entrepreneur. Glowforge can be used with a variety of materials and opens the door to new, unique products. Whether selling a design file or the product itself, Glowforge can help students design unique products their customers will love.

Standards

### Common Career Technical Core Standards

- BAC 05.01 Identify new ideas, opportunities, and methods to create or start a new project or venture.
- MKC 05.01 Understand the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new marketing project or business venture.

- MKC 05.05 Understand the tools, techniques, and systems that marketers use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.

ISTE Standards for Students

- 1.1.a Students build networks and customize their learning environments in ways that support the learning process.
- 1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
- 1.6.a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6.b Students create original works or responsibly repurpose or remix digital resources into new creations.

Facilitation Steps

DESIGN STAGES

Explore → Ideate → Design → Prototype → Evaluate

Iterate
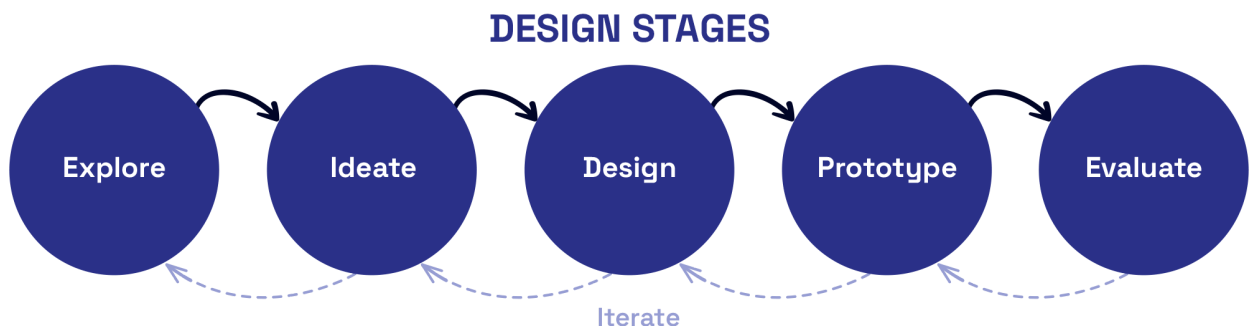
Explore

In this stage, students will research and investigate their potential product and marketing plan. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps:

1. Provide students with a brief introduction to the challenge, as well as relevant resources around digital entrepreneurship and effective marketing strategies.
   - Show students how Glowforge can be used to start a business using the "Building a Business with Bailey" mini bootcamp.
   - Encourage students to explore articles, websites, and videos to learn more about market trends, consumer behavior, and digital entrepreneurship.
   - Help students connect with local entrepreneurs, either in-person or virtually, to conduct interviews or Q&A sessions to gain more marketing insights.
2. Provide students with question prompts from the Explore stage to help inspire their research and consider how they might meet the needs of the market.
3. Facilitate a class networking social that helps students connect with their peers to share what they learned during their exploration.

- Invite outside guests to mingle with students during the networking event. These guests might include other entrepreneurs or potential target audience members.
- As students mingle, they may identify other peers with similar interests or market thoughts. Encourage them to consider partnering with one another to strengthen their potential business.

At the end of this stage, students will reflect on the research they did to learn more about their potential product and marketing plan.

Before moving on, students should consider if there are any other resources or networking opportunities that would be helpful to explore. Once they're satisfied with their research, students will continue to the Ideate stage to brainstorm different product ideas and marketing strategies.

Ideate

In this stage, students will brainstorm and experiment with different ideas for their product and marketing strategies. This stage allows students to explore as many ideas as possible without judgment. Remind students to keep their target market in mind. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps:

1. Use the question prompts from the Ideate stage to help students brainstorm.
2. Encourage students to brainstorm ideas using a few different methods.
   - Allow students to brainstorm individually or in small groups to utilize multiple perspectives.
   - Provide students with examples of different ideation strategies to help them begin.
3. Encourage students to experiment with different materials, digital design or marketing tools, and techniques.
   - Support students in creating a concept map to visualize and organize their ideas by target market, design, or marketing method.
   - Consider using Magic Canvas or the Glowforge Community to provide an inspiring starting point for students who are stuck.

At the end of this stage, students should have several ideas for their product and their marketing strategies.

Before moving on, students should consider which ideas best meet the needs of their target market and promote customer growth. Once they're finished, students will continue to the Design stage where they'll select one or two ideas to develop further. They'll also formalize their marketing strategies into a marketing plan.

Design

In this stage, students will draft a detailed design for their product and a full marketing plan. Students should focus on one or two ideas before building a prototype. Encourage students to

think about how they'll sell their product and develop their brand identity. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps:

1. Use the question prompts from the Design stage to help students design their product and build their marketing plan.
2. Introduce, review, or model available design software options, including the Glowforge App.
   - Assist students as they create sketches or digital mockup of their product design.
   - Remind students that Glowforge can engrave from JPG or PNG image files and cut or engrave from SVG and PDF files. Students can create a design in software that they already use, convert it to one of the supported file types, and print using Glowforge.
   - Review page 28 in the Glowforge Educator Guide for more software tools and information.
3. Assist students as they develop their marketing plan.
   - Consider using a marketing plan template to provide students with a structured starting point.

At the end of this stage, students should have a detailed design for their product, including sketches or digital mockups, as well as a full marketing plan.

Before moving on, students should consider if there's anything they'd like to change about their design. Once they're finished, students will continue to the Prototype stage where they will select and test one of their fully developed product designs and marketing strategies.

Prototype

In this stage, students will create their physical product using Glowforge, even if they choose to sell only a digital file. Students will select one of their fully developed design plans and print their product on Glowforge. Students will also create the content or materials they need to complete some strategies from their marketing plan. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Model how to use Glowforge in a safe and efficient manner.
   - Review the Glowforge safety guidelines.
   - Remind students of any applicable classroom or school policies.
   - Use this video to show students a demonstration of how to use Glowforge.
2. Provide students with question prompts from the Prototype stage to help them develop their prototype.
3. Give students the time and resources needed to produce their product. Encourage students to test their product to ensure functionality and usability for customers.
   - Provide students with access to Glowforge using a classroom print schedule to ensure that all students are able to produce their products.
   - Provide students with any additional supplies or materials they may need to add to their products.

4. Support students as they begin creating the content or materials for their marketing strategy.
   - Remind students to keep their target audience in mind while they consider the [use of color, text, and imagery](#).

At the end of this stage, students will have a finished product and a marketing strategy to increase sales.

Before moving on, have students review their finished product and marketing materials to make sure they convey their unique selling proposition and brand identity. Students may need to test multiple times or return to earlier stages of the design process before moving on to the Evaluate stage for feedback.

Evaluate

In this stage, students will receive feedback on their product and marketing plan. Feedback can be provided in pairs, small groups, or as a whole class. Encourage students to reflect on their process and consider how their marketing plan will generate sales. Use the following steps as a guide:

1. Provide students with question prompts from the Evaluate stage to help them think about their product and marketing plan.
2. Encourage students to share and discuss their products and marketing plans to generate feedback from their peers.
   - Use a peer feedback model, such as a gallery walk, exhibition hall review, or business pitch panel, to support students as they work together.
3. Provide students with the opportunity to gather feedback from members of their target market and local entrepreneurs.
   - Host an in-person or [virtual networking event](#) in the school or broader community.
   - Help students put their initial marketing effort into action to generate leads.
   - Assist students in [analyzing the success](#) of their marketing efforts.

At the end of this stage, students should be able to reflect on the strengths and weaknesses of their marketing efforts. Students should determine what revisions are needed and return to the appropriate stage in the design process to adjust their product or marketing plan. Consider assessing student work using one of the Assessment Suggestions or extending the challenge using provided Extension Activities.

Supplemental Supports

- Short on time? Consider having students use an existing digitally designed product that they created with Glowforge as their starting point for creating a marketing plan. They could also iterate on design files found in the "Free Laser Designs" section of the [Glowforge Community](#).

- For newer Glowforge users, demonstrate how to use Glowforge and its design features, including the design software, engraving capabilities, and cutting functionality. Check out the Glowforge Educator Guide for more ideas.
- For students who struggle developing entrepreneurial ideas, encourage them to learn more about how to come up with innovative business ideas from Harvard Business School.
- Did you know that you can sell your Glowforge design files as a Catalog Designer? Once your designs are approved, they are amplified in the design catalog. Use your earnings to buy classroom materials to enhance your challenges.

Assessment Suggestions

Overall Learning Reflection

Learning reflections allow students to reflect on their learning experiences, identify key concepts, and explain how they have grown throughout the product design and marketing process. Ask students to write or record a video about what they learned throughout the challenge and how their learning will impact future marketing efforts. Students can incorporate feedback elements from the Evaluate stage to describe their strengths and areas for improvement.

Self-Assessment

Self-assessments allow students to reflect on their learning through portfolios, presentations, or learning journals that involve evaluating their own progress, reviewing feedback from the community, and identifying areas for improvement. Consider providing criteria to students prior to beginning the challenge that they can use to reflect on their progress throughout the challenge. The criteria may include:
- Understanding the target market: How well did my product and marketing plan reflect the needs and preferences of my target market?
- Marketing effectiveness: How effective was my marketing plan at targeting the right audience, generating leads, and promoting my product in a compelling way?
- Originality and innovation: How well did my product stand out from competitors? Did I use creative and innovative strategies to market my product?

Educator or Peer Assessment

Educator or peer assessments allow educators or students to review the quality and effectiveness of the product and marketing plan. Feedback from local entrepreneurs and a community audience may be reviewed and analyzed. The assessment can be based on specific criteria, such as marketability, presentation, and branding, or use a more open approach like a gallery walk, business pitch, or exhibition hall. Some criteria to consider may include:
- Marketability: Did the product have potential demand within the target market? Did the marketing plan effectively reach the target market and promote the product?

- Presentation: Was the product and marketing plan presented to customers in a professional way?
- Branding: Were the product and marketing materials consistent with the brand identity?

Extension Activities

Design challenges often inspire students to think about what's next. For some, this could mean connecting with other entrepreneurs or applying their skills in new ways. Here are a few ideas for how you can help students extend this challenge:

- Encourage students to continue their business venture individually or in groups. They can use the skills and connections they made throughout this challenge to generate success.
- Look for local or national entrepreneurship competitions where students can pitch their product and marketing plans. This will provide students with an opportunity to showcase their skills and receive feedback from experts in the field.
- Help students host an ongoing entrepreneurial networking event to continue connecting with other entrepreneurs and students interested in business. Students may even make connections to foster current or future business ventures.

If your students enjoyed this challenge, they might also enjoy Swag That Stands Out Challenge, a design challenge within the Entrepreneurship series that encourages students to build brand awareness to boost revenue by creating swag items to use at conferences or trade shows.

The next challenge in the Entrepreneurship series is Sold! Build e-Commerce Success.

Ready to take the Entrepreneurship series to the next level? Try the Capstone Challenge Pitch It!, where students devise a business pitch for a unique design or product and present it to a panel of potential investors.