

Name: _____

The Toy Company

Understanding the Marketplace



Portfolio

STORYPATH®

Program Consultants: Katherine L. Schlick Noe, Ph.D., Professor and Director of Literacy, Seattle University; H. “Sonny” Carreno, B.A. Education, Licensed Instructor, English as a Second/New Language (Texas, Wisconsin, Indiana)

Program Management: Morrison BookWorks LLC

Program Design: Herman Adler Design

© 2006, 2016 by Storypath
All rights reserved.

Printed in the United States of America

Social Studies School Service
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

www.teachstorypath.com

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Links to online sources are provided in the teacher pages and text. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

PORTFOLIO

The Toy Company: Understanding the Marketplace

Episode 1

Floor Plan Guide.....	4
Floor Plan Sketch.....	5
Word Bank	6
Creating a Company Name and Slogan	7

Episode 2

Character Introductions	8
-------------------------------	---

Episode 3

What Makes a Good Toy?	9
Organization Chart	10
Sketch of Toy Prototype	11
Asking Questions.....	12
Understanding Opportunity Cost	13
Presenting the Prototype	14

Episode 4

Creating a Marketing Plan	15
Presenting the Marketing Plan.....	17

Episode 5

Prewriting: Problem-Solution Letter.....	18
Drafting: Problem-Solution Letter.....	19

Episode 6

Creating a Poster Display	20
---------------------------------	----

Glossary	22
-----------------------	----



FLOOR PLAN GUIDE

Work in your group to make your department for the floor plan.

1. What department will your group create? _____
2. List your ideas. In the first column, list each feature your department will include. In the second column, write why this feature is important to the department.

Department Features	Importance to Department

3. On the next page, make a sketch of where each feature will be located on your floor plan. After you make your sketch, discuss with your group why features are located in certain places on the floor plan.
4. Decide on the best ideas and make your department's floor plan. Make sure everyone has the opportunity to share. Decide who will do each task on the floor plan.
5. Assess your work. Put a checkmark next to the things you did.
 - ☐ I offered ideas about the floor plan.
 - ☐ I listened to other people's ideas.
 - ☐ I asked questions when I didn't understand something.
 - ☐ I disagreed in a polite way.
 - ☐ I made positive comments to my group members.
 - ☐ I was willing to change my ideas to help the group.



FLOOR PLAN SKETCH

Sketch a floor plan for your department. Think about all of the **capital resources** you will need in your department. Think about how people will move around in the department so they have room to work.



WORD BANK

In the first column, list economic terms. In the second column, list jobs. In the third column, list interesting words that describe the toy company.

Economic Terms	Jobs	Describing Words

Assessment:

Words are correctly categorized and relate to the setting.



CREATING A COMPANY NAME AND SLOGAN

Company Name

1. Brainstorm at least three names for the company.

2. Circle the name you like best.

Company Slogan

1. Look at the criteria the class discussed for a company slogan.
2. Look at the word bank for ideas for descriptive words.
3. Draft a slogan. Say it quietly to yourself. How does it sound? Will it attract people's attention? Will the slogan be remembered?

4. Edit the slogan and write your final version here.

Assessment: The company name is sensible and based on class discussion. The slogan uses striking words and phrases that catch the reader's attention and provides information about the company. Lively verbs were used to add interest. The modifiers of the nouns create "color." There is evidence that care was taken in choosing words to create the slogan.



CHARACTER INTRODUCTIONS

Prepare an introduction for your character using the guidelines below.

- Get into role.
- Underline important information in your profile.
- Keep your introduction short and to the point.
- Speak clearly and confidently.
- Practice your introduction with a partner.
- Make eye contact with your audience.
- Make improvements as necessary.

Give feedback to your partner on the practice introduction.

Introduction Skills	Great	Needs some work	Needs lots of work
You were in the role.			
Important information was shared.			
The introduction was short and to the point.			
You spoke clearly and confidently.			
You made eye contact with your audience.			

Suggestions: _____



WHAT MAKES A GOOD TOY?

1. Think about a toy you like to play with.

Name of toy: _____

2. List three qualities about the toy that makes it a toy you like to play with.

a. _____

b. _____

c. _____

As a toy **inventor**, what should you think about when you are creating a new toy? Look at your list above. Circle any ideas that help you.

3. Can you add new ideas? Write these ideas below.

4. Share your ideas with the other toy inventors. Add other ideas from the class discussion below.

Assessment: Directions are followed and all the information requested is provided and complete.



ORGANIZATION CHART

Use the chart below to keep track of the tasks your group completes while you **design** and create your toy.

Task	Group Member(s) Responsible	Scheduled Date	Date Completed
Brainstorm toy ideas.			
Choose the best idea.			
Create a sketch of the idea.			
Meet with other group(s) for feedback.			
Construct prototype.			
Prepare and practice presentation.			
Give presentation.			
Redesign, if necessary.			

Assessment: The chart is completed including the scheduled date.



DATE _____

SKETCH OF TOY PROTOTYPE

In the space below, make a sketch of the toy you want to produce.

Assessment: The sketch reflects the criteria identified in the discussion. It is simple and care is taken to clearly represent the idea. Changes to the sketch are acceptable.



DATE _____

ASKING QUESTIONS

Look at your criteria for a good toy. Write questions for another group's **prototype** toy to help them think critically about their toy.

Question 1: _____

Question 2: _____

Question 3: _____

Assessment: Questions relate to the criteria listed for a good toy.



UNDERSTANDING OPPORTUNITY COST

In a toy company, inventors have to make choices about what toys to produce and how to make them. A company has limited resources. This means the toy inventors have to make choices. This happens every day in lots of ways. For example, if you have an allowance of \$5.00, you know that if you spend the money for a magazine, you can't spend it for a slice of pizza. You have to decide what is the most important way to spend the allowance. If you choose to buy the pizza, you give up the opportunity to buy the magazine. This is called **opportunity cost**.

In your group, you selected the best idea for the toy prototype. You know the company cannot produce every toy because this would cost the company too much money. Read Content Slide Set 3. What choices did FunCo have to make?

1. What toy did FunCo choose to make?

2. Name one example of an opportunity cost FunCo might have had to consider.

3. What toy did you choose to make?

4. Name one example of an opportunity cost you had to consider.

This was your opportunity cost because you did not have the resources to do both. You had to make a choice.



PRESENTING THE PROTOTYPE

As a group, prepare an introduction for your toy using the guidelines below.

1. List three important ideas about your toy. Be sure to include why someone would want to buy the toy.

2. Share your ideas with the group and select the best ideas.
3. Decide what each group member will share. Everyone should share something.
4. Write down what you will share. Keep your presentation short and to the point.

5. Practice your introduction with your group. Give feedback to one of your group members on the practice introduction.

Introduction Skills	Great	Needs some work	Needs lots of work
Important information was shared.			
The presentation was short and to the point.			
You spoke clearly and confidently.			
You made eye contact with your audience.			



CREATING A MARKETING PLAN

Group members: _____

Answer the questions below to create a **marketing plan** for your toy.

- 1.** Who are your potential customers? List all the people you think would buy your toy.

- 2.** Which age group would most likely want to play with your toy?

- 3.** What time of year would be a good time to **market** your toy? Why?

- 4.** What regions of the United States would be good markets for your toy?

Region	Reasons for Choice



5. What toys would **consumers** buy if they were not buying your toy?

6. What methods would the **competition**—"real-life" toy companies—use to advertise? Are they effective or not?

Type of Advertisement	How Successful Is It?

7. What methods could you use to sell your toy? Because of a limited budget, you can choose only the best two.

Method of Advertisement	Reasons for Choice

Assessment: Potential customers are identified. Logical reasons are included for choosing the customers. Methods of advertising are logical. Competitive existing toys are identified, and a plan is included to counter the competition that is logical and realistic.



PRESENTING THE MARKETING PLAN

As a group, prepare a presentation of your marketing plan using the guidelines below.

1. Make a list of three important ideas from your marketing plan.

2. Share your ideas with the group and select the best ideas.

3. Decide what each group member will share. Everyone should share something.

4. Write down what you will share. Give reasons for your marketing ideas.

5. Practice your presentation with your group. Give feedback to one of your group members on the practice introduction.

Presentation Skills	Great	Needs some work	Needs lots of work
You shared important information.			
You gave reasons for your marketing choices.			
The presentation was short and to the point.			
You were enthusiastic about your ideas.			
You spoke clearly and confidently.			
You made eye contact with your audience.			



PREWRITING: PROBLEM-SOLUTION LETTER

In character, you will write a letter to someone who you think can help solve the problem.

1. Who will you write to? _____

2. Identify the problem. What is the issue?

3. State your position. What is your opinion about the issue?

4. Support your position. Write two important facts to support your opinion.

5. Offer a solution. Write your ideas for how to solve the problem.
Use facts to explain why this is a good solution.

6. Tell how the recipient of the letter can be part of the solution.

7. Write your rough draft on the next page. Use the letter format. Edit your draft before writing your final copy on another sheet of paper.



DATE _____

DRAFTING: PROBLEM-SOLUTION LETTER

Problem-solution letters identify a problem, state a position, and offer a solution. They persuade the recipient to help with the solution. Use your prewriting notes to write a problem-solution letter in character. Use the letter format below.

Date

Greeting

Complimentary closing

Signature

Assessment: The letter is written from the character's point of view. It identifies the problem, states the position, and offers a solution. It explains how the recipient of the letter can be part of the solution. It includes facts to explain the character's position.



CREATING A POSTER DISPLAY

You can make a poster display of your toy to include with your prototype at the toy fair. Everyone in your group should help with the display.

DECIDE WHAT TO INCLUDE.

Make a list of things your group will include in the display.

IDENTIFY VISUALS FOR THE DISPLAY.

What visuals would help tell about your toy?

Check the box in front of each item you will use:

- ☐ drawing
- ☐ photograph
- ☐ painting
- ☐ chart
- ☐ graph
- ☐ other ideas

**SKETCH YOUR DISPLAY.**

On a sheet of paper, sketch where you will place the information on the display. Check off each of the following as you add it to your display:

- ☐ a title
- ☐ the name of the toy
- ☐ written information about the toy
- ☐ visuals with titles and captions

ASSESS YOUR ROUGH SKETCH.

Answer these questions, making changes to your display sketch if necessary.

- Does the display attract attention?
- Is the layout simple and uncluttered?
- What is the message conveyed about the toy? Is the message clear?
- How will your display persuade people to buy your toy?

MAKE THE DISPLAY.

Follow your sketch and your answers to the above assessment questions to make your display. Pencil in where you will place your information and your visuals before you glue them onto your display.

Assessment: The display attracts attention and is well organized. It provides clear and important information about the toy and uses persuasive techniques to encourage buyers to purchase the toy.

GLOSSARY

buyer *noun* a person who decides which products a certain store will buy; these products are then sold to consumers

capital resources *noun* the buildings, tools, machinery, and other equipment—such as computers—that a company needs in order to make products

competition *noun* rival companies

consumer *noun* a person who buys and uses goods and services; customer

design *noun* a detailed plan or drawing that shows how a company will make or build something; *verb* to make a first sketch of or draw an outline of something

entrepreneur *noun* a person who thinks about a great idea for a product and takes a risk to start a new business

expenses *noun* things a company must pay for, such as materials and labor

factory *noun* a building or group of buildings where things are manufactured

goods *noun* things for sale

human resources *noun* all the people who work in a business

inventor *noun* a person who creates an original idea for something, such as a toy; often a person who creates ideas on his or her own and sells them to companies

labor *noun* effort in doing or making something; employees who need to be paid for their work

manufacture *verb* to make by hand or machine, especially in large numbers

market *noun* a particular group of people or a geographical region the company targets to promote their products; a demand for something; *verb* to sell or offer for sale

market research *noun* the study of factors that influence people's purchasing decisions

marketing plan *noun* a plan that examines the market (the demand for something) and the region where something can be sold

opportunity cost *noun* the value of what you give up in order to purchase something else

product *noun* a good offered for sale

profit *noun* the money from sales left after all expenses have been paid

promote *verb* to generate interest in a product

prototype *noun* the first model of something

services *noun* work in the service of others; useful labor

specialization *noun* when each worker or machine does one job instead of many jobs

trade fair *noun* a show at which companies display their goods and/or services to try to get other people to buy them; a toy fair is one type of *trade show*

trend *noun* a style or fashion that people like for a time