

Supermarkets

Aisles of Persuasion



EDUCATOR'S RESOURCE GUIDE

Copyright © 2012 Learning Seed



Suite 301
641 West Lake Street
Chicago, IL 60661

info@learningseed.com
www.learningseed.com

What's in this Guide...and How to Use It!

Program Overview	• Video chapter titles and key concepts	p. 3
Before & After Viewing the Program	<ul style="list-style-type: none"> • Prompts for writing or discussion <ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Use prompts to initiate a:</i> <ul style="list-style-type: none"> - class discussion - pair-share (partners discuss the prompt; each partner reports one of the other person's ideas) - quick-write (unplanned, written response) • Suggested activities to extend learning 	p. 4
Graphic Organizer	• Tool for taking notes during the video	p. 5
Check Your Understanding	<ul style="list-style-type: none"> • Short-answer questions. Can be used: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> - during the video to keep students on track - after the video for in-class review or assessment - after the video as homework 	pp. 6-7
	• Answer key	pp. 8-9
Assessment	• Quiz - True or False?	p. 10
	• Answer key	p. 11
Glossary	• Definitions of key words and phrases from the video	p. 12
Educator's Resources	<ul style="list-style-type: none"> • National Standards addressed in the video • Useful Internet resources 	p. 13
Legal Niceties	• What you can do, and what you shouldn't	p. 14

Related Learning Seed Programs

- *Buying Into Brand Marketing: Shaping Your Perceptions*
- *Marketing 4 Ps: The Consumer Angle*
- *How Consumers Decide*
- *Blind Spots & Biases: Hidden Forces That Shape Your Decisions*

Program Overview

Most people like the convenience of supermarkets, and think they know a bargain when they see one. But this trillion-dollar industry uses carefully researched marketing strategies to get you to buy more than you need. This program shows how these strategies work, with tips on how you can become a smart shopper.

Chapter 1 - Supermarkets 101

- Supermarkets try to get you to spend as much as possible, as often as possible, to boost their profits.

Chapter 2 - What's the Big Idea?

- Supermarkets use research to learn all they can about your shopping habits so they can influence your behavior.
- Marketing research reveals that: 1) the longer shoppers stay in the store, the more they spend; 2) shoppers make choices based on their senses and emotions, not logic; and 3) most shoppers do not know as much about prices as they think.

Chapter 3 - The Supermarket Environment

- Everything about the store environment is planned to increase sales, such as the size and location of the shopping carts, the overall floor plan, and the way products are displayed.
- Supermarkets use sensory input, such as bright colors, inviting smells, and upbeat music to make customers feel good and stay longer.

Chapter 4 - Making the Sale

- Supermarkets use pricing strategies in order to maximize turnover, or sell products as quickly as possible. Strategies include bargain bins, loss leaders, and “specials” which often don't really save you money.
- Stores increase their profits by placing more expensive items at eye level and high-profit “impulse buys” in the checkout lane.

Chapter 5 – Smart Shopping

- To get the most for your money: make a list and use it, eat before you shop, don't be distracted or dazzled by special deals, look at the upper and lower shelves, and know your prices.

Before and After

Prompts to generate interest, ideas, and inquiry

Before viewing

To spark interest, activate prior knowledge, and set a purpose for viewing

- Supermarkets offer convenient “one-stop” shopping, but how do you know if you’re getting the most for your money? Which is more important to you: convenience or low prices?

After viewing

To promote critical thinking

- People throw away 27% of the food they buy in supermarkets. How does this affect you as a shopper? Your community? The world? Brainstorm ways to cut down on this waste.
- Now that you know about their marketing strategies, will you be changing the way you shop at supermarkets? If yes, what changes will you make? If no, why not?
- Can you think of ways to get food other than from supermarkets? Create a chart showing some examples with their pros and cons. (Items to consider might include cost, quality, convenience, support for local businesses, and environmental issues.)

After viewing

To extend learning

- Direct students to online tools for their nearest supermarket’s weekly ads. Tell them to find 3 examples of sale prices with special requirements, such as “Buy \$10 worth of participating products and get one free.” Ask students to evaluate whether the sales are actually good deals and explain their reasoning. They should consider whether the sales benefit some types of customers and not others.
- Discuss the difference between brand names and store brands (lines of products sold under a retailer’s label). Ask students to find package label information for 2 brand name food products and one store brand, either using the Internet, actual products brought into class, or notes taken on a trip to the store. Students should compare the ingredients of the different brands. Discuss which product they would prefer to buy. (Points might include familiarity, packaging, and ease of finding the products in the store.)

Name _____

Date _____ Class Period _____

While You Watch... use the graphic organizer to record key words and information.

Marketing strategies	Pricing/sales strategies	Smart shopping strategies
<i>Increase dwell time</i>		

Name _____

Date _____ Class Period _____

Check Your Understanding

Write short answers for the following questions about the video:

1. Why do supermarkets have to sell a lot in order to make a profit?
2. What are three things researchers have learned about most shoppers?
3. Give two examples of the ways supermarkets try to appeal to your senses.
4. Why is the dairy section always at the back of the store?
5. What do the items in the “power perimeter” have in common? Name two kinds of products found there.

Check Your Understanding (continued)

6. Why do supermarkets have DVD rentals and banks?

7. Why does bulk packaging mean more profits for the supermarket?

8. What is the main purpose of a store's "loyalty card?"

9. Where on a supermarket's shelves can you often find a real deal?

10. Give two examples of ways to be a smart shopper.

Check Your Understanding Answer Key

Write short answers for the following questions about the video:

1. Why do supermarkets have to sell a lot in order to make a profit?
Because profit margins are low.
2. What have researchers learned about most shoppers?
They spend more when they stay in the store longer, they are influenced by their senses, and they don't know as much about prices as they think.
3. Give two examples of the ways supermarkets try to appeal to your senses.
Possible answers: bright colors, pleasant food smells, upbeat music, colorful displays,
4. Why is the dairy section always at the back of the store?
So you'll walk past lots of merchandise on your way to get milk.
5. What do the items in the "power perimeter" have in common? Name three kinds of products found there.
They are the high-profit items.
Possible answers: produce, fresh baked goods, deli, meat and seafood, and pharmaceuticals.

Check Your Understanding Answer Key

6. Why do supermarkets have DVD rentals and banks?

To keep you in the store longer.

7. Why does bulk packaging mean more profits for the supermarket?

It gets you to buy more than you need.

8. What is the main purpose of a store's "loyalty card?"

To track your shopping habits.

9. Where on a supermarket's shelves can you often find a real deal?

Lowest and highest shelves

10. Give two examples of ways to be a smart shopper.

Possible answers: Make a list and stick to it. Avoid distractions and crowds. Eat before you shop. Don't be dazzled. Look up and down. Know your prices.

Name _____

Date _____ Class Period _____

Quiz - True or False?

Write T or F in the blank to tell whether the statement is True or False.

- _____ 1. Consumers around the world spend almost \$2 million at supermarkets each year.
- _____ 2. 70% of what most shoppers buy is unplanned.
- _____ 3. Most shoppers “know a good deal when they see it.”
- _____ 4. Most shoppers are more influenced by feelings than by logic.
- _____ 5. Shoppers who use a list tend to spend less at the supermarket than those who don’t.
- _____ 6. People buy up to 100% more when they see sale items.
- _____ 7. A product’s location on the shelf tells you about its quality or value.
- _____ 8. The basic necessities are at the front of each aisle.
- _____ 9. Using the self checkout lane can save you money.
- _____ 10. Larger sizes are always a better bargain.

Quiz - True or False?

Write T or F in the blank to tell whether the statement is True or False.

- F** 1. Consumers around the world spend almost \$2 million at supermarkets each year.
They spend almost \$2 trillion.
- T** 2. 70% of what most shoppers buy is unplanned.
- F** 3. Most shoppers know a “good deal” when they see it.
Most shoppers do not know enough about regular prices to know whether a special offer saves them money.
- T** 4. Most shoppers are more influenced by feelings than by logic.
- T** 5. Shoppers who use a list tend to spend less at the supermarket than those who don't.
- T** 6. People buy up to 100% more when they see sale items.
- F** 7. A product's location on the shelf tells you about its quality or value.
Manufacturers pay fees to have their products placed at eye level. Better values are often found on higher or lower shelves.
- F** 8. The basic necessities are at the front of each aisle.
They are placed halfway down the aisles or at the back of the store so shoppers have to pass other items and be slowed down by displays.
- T** 9. Using the self checkout lane can save you money.
- F** 10. Larger sizes are always a better bargain.
Bulk packages often purposely contain more than you would otherwise buy.

Glossary

bulk packaging	Selling multiple items pre-bagged or packaged in a container so customers buy just a few more than they normally would.
cost per unit label	Label on a product that tells the price per ounce, gram, or other unit of measure; can be used to compare product prices.
cross-merchandising	Displaying items together, such as crackers next to the cheese, to make consumers feel that one product can't be bought without the other.
dwel time	Amount of time you spend in the store.
inventory	All the products a store has in stock, whether on the shelves or at the warehouse.
limit pricing	A sale that allows shoppers to buy only a certain number of a sale item; a strategy designed to give shoppers the impression that the product is extra special or in short supply.
loss leader	Product the store advertises for sale at such a deep discount that it may lose money selling it; a strategy for getting customers into the store.
power perimeter	Outside track of the store where the high-profit items are sold.
profit	Money left over after a company pays for items to be sold, pays its employees, and pays all other costs.
shelf facings	Number of units or packages visible at the front of a shelf or display.
slotting fees	Money paid by manufacturers to supermarkets to have their products placed in the best locations.
turnover	Rate at which products at a store are sold and replaced.

Resources for Educators

Educational Standards

Family and Consumer Sciences - National Standards

Consumer and Family Resources

- 2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
- 2.5 Analyze interrelationship between the economic system and consumer actions.
- 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Council for Economic Education - National Standards

- Standard 7 Markets and Prices: A market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
- Standard 8 Role of Prices: Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

National Business Education Association - National Standards

- MK1 Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society
- MK2 Analyze the characteristics, motivations, and behaviors of consumers
- MK4 Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process

Useful Internet Resources

Consumer NZ

www.consumer.org.nz

This non-profit site has an interactive supermarket layout map that shows how a store's floor plan is designed to manipulate shoppers. To get to the interactive program, choose "Food" from the main menu bar, then click on "Food shopping." Click on "Supermarket sales tactics" under the Shopping heading.

Federal Trade Commission

www.ftc.gov/bcp/consumer.shtm

This government website points users to many consumer protection materials in the Bureau of Consumer Protection section. The "You Are Here" interactive program takes students to a virtual mall to learn how pricing, advertising, and competition affect their shopping experience.

USDA's Food and Nutrition Information Center

<http://fnic.nal.usda.gov>

The Food and Nutrition Information Center's Consumer Corner page provides links to information about food-shopping strategies. Use the University of Kentucky Cooperative Extension Service's "Are you Food-Shopping Savvy?" quiz for a quick self-check of shopping smarts. On the home page, click on "Consumer Corner," then "All About Food." From there, choose "Shopping and Meal Planning Tips."

Legal Niceties

WHAT CAN I DO WITH THIS RESOURCE GUIDE?

Copyright © 2012 Learning Seed

This resource guide is copyrighted according to the terms of the Creative Commons non-commercial license (<http://creativecommons.org/licenses/by-nc/2.5/>). It may be reproduced, in its part or its entirety, for classroom use. No part of this guide may be reproduced for sale by any party.

You are free:

- to copy, distribute, display, and perform this work.
- to make derivative works.

Under the following conditions:

- Attribution. You must attribute the work to Learning Seed.
- Noncommercial. You may not use this work for commercial purposes.
- For any reuse or distribution, you must make clear to others the license terms of this work.

Any of these conditions can be waived if you get permission from the copyright holder.

Resource Guide Credits

Writer: Esther Mosak

Editor: Jodi Libretti

Copy Editor(s): Jennifer Smith

WHAT CAN I DO WITH THE VIDEO?

Copyright © 2012 Learning Seed

This video is protected under U.S. copyright law. No part of this video may be reproduced or transmitted by any means, electronic or mechanical, without the written permission of the Publisher, except where permitted by law.

DVD LS-1273-12-DVD ISBN 978-1-55740-608-8

Closed Captioning

This program is closed captioned.

Questions, suggestions, or comments?

E-mail us at info@learningseed.com or call 800.634.4941