



**DIPLOMA IN EDUCATION PROGRAMME
SCHOOL OF EDUCATION
THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE**

SUBJECT: Management of Business Unit 2 Module 2

LESSON PLAN: # 4 in Unit plan



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DATE: 4/4/25

CLASS/FORM: 4 NO. IN CLASS: 10 TIME: 40 mins NO OF PERIOD(S): 1

PREPARATION FOR TEACHING

UNIT PLAN (with concept map): ✓

TOPIC (of lesson): SOURCES OF DATA AND TYPES OF SAMPLING

CURRICULUM INTEGRATION AREAS:

- ❖ **Planning for literacy improvement:** The lesson supports literacy development by encouraging students to interpret written case scenarios, use key marketing terms accurately, and express justifications in writing. These activities reflect curriculum goals in English and Communication Studies, promoting critical reading and business-specific vocabulary use across subject areas.
- ❖ **Planning for Technology Integration:** This lesson incorporates the use of digital tools such as PowerPoint for instructional delivery and Kahoot for review and reinforcement. These strategies align with the ICT curriculum's aim of enhancing learning through interactive technologies and support students' development of digital literacy within academic contexts.
- ❖ **Across disciplines/subjects:** This lesson draws on concepts introduced in Form 5 Mathematics, such as probability and data representation, which support understanding of sampling methods. Although business students do not currently pursue Mathematics at the Form 6 level, these prior knowledge links reinforce how sampling and classification are applied in business contexts. The lesson also connects with Communication Studies which they would have done in their previous year..

INSTRUCTIONAL STRATEGIES:

Direct Instructional Approach

The teacher introduces new concepts using visuals and structured explanation, such as the T-chart used to compare sampling types. This ensures clarity and sets the foundation for deeper student engagement. (Rosenshine, 1987)

Experiential Learning

Students will engage in a **Gallery Walk – “Data Source Detective”**, rotating between stations to classify examples as primary or secondary data. This hands-on activity encourages learning through direct experience and critical observation. (Kolb, 1984)

Collaborative Learning

Students will work in groups on a **Sampling Sort Game**, categorizing sampling methods into probability and non-probability types. This promotes collaborative meaning-making through guided peer interaction. (Vygotsky, 1978)

Problem-Based Learning

Through **Scenario-Based Reasoning**, students will analyse real-world marketing problems and justify their choice of data source and sampling method. This supports higher-order thinking and application of knowledge. (Bruner, 1966)

Game-Based Digital Assessment (Kahoot!)

Kahoot is used as a summative quiz tool to reinforce key ideas and assess higher-order thinking through timed, multiple-choice questions. This strategy increases engagement, supports feedback, and strengthens learning through competition and reflection. (Siemens, 2005; Prensky, 2001)

INCLUSIVENESS: Planning for inclusiveness:

- **Differentiated Instruction:** Lesson activities will support diverse learning styles—visuals for visual learners, discussions for auditory and linguistic learners, and hands-on tasks like the gallery walk and sort game for kinaesthetic learners.
- **Accessible Technology:** Interactive digital tools like **Slido** will be used for polls and word clouds, allowing all students to contribute ideas anonymously and confidently. Students may also use personal devices to complete polling activities or revisit definitions, supporting varied paces of learning.
- **Equitable Participation:** Group roles will be assigned during collaborative activities like the Sampling Sort Game and Scenario-Based Reasoning, ensuring all students—regardless of confidence level—have structured opportunities to contribute. This approach fosters inclusivity, boosts confidence in quieter students, and encourages peer support within mixed-ability groups.

CONCEPT MAP/GRAPHIC ORGANIZER OF LESSON:



LESSON PLAN

PRE-KNOWLEDGE

Formal: Students would have gained prior experience with marketing research through the Unit 1 SBA, where they were required to identify a research problem, develop objectives, and explore data collection. Additionally, in the previous lesson, they would have examined problem identification and SMART objective.

Informal: Students may have encountered informal data collection through social media polls, or even family discussions about product choices based on reviews. These real-life interactions help students connect with the concepts of data collection and sampling in practical, relatable ways.

OBJECTIVES:

At the end of this lesson, pupils will be able to:

Objectives of the lesson	Classification of objectives	Domain
1. Identify primary and secondary sources of data used in marketing research.	Remembering	COGNITIVE (LOT)
2. Compare probability and non-probability methods for marketing research.	Analysing	COGNITIVE (HOT)
3. Demonstrate awareness of ethical responsibility when selecting data sources and sampling methods.	Responding	AFFECTIVE

SET INDUCTION:

As students will notice three mysterious boxes labelled Box A, Box B, and Box C placed on a table at the front of the classroom. Each box will contain a different source of information related to the issue cafeteria pricing.

Students will be placed into small groups and invited to open one box at a time, examine the contents, and answer the question:

What kind of information is this, and how might a business use it?

The boxes will include:

- **Box A:** A printed student survey
- **Box B:** A newspaper article
- **Box C:** A quote from a student interview

After all groups have rotated through the boxes, the teacher will lead a brief discussion:

1. What kind of information did you find in each box?
2. Who might have collected this data?
3. Why would a business care about this information?
4. What do you think today's lesson will focus on?

The teacher will then confirm the topic of the lesson

Time allotted: 4 minutes

SECTION 1-

Time allotted: 10 minutes

Teaching points:

- Introduction to data in marketing research
- Primary and secondary data

METHOD

Teaching Strategy	Student Activity	Resources
Experiential Learning: Gallery Walk: “Data Source Detective” Teacher introduces the activity using a PowerPoint slide, then organizes students into groups and explains the classification worksheet. The teacher circulates during the station rotations. Collaborative Learning – Think-Pair-Share Teacher directs students to return to their seats. Prompts reflection: “What led your group to classify each item the way you did?” Volunteers are invited to share while the teacher lists responses on the board.	In their groups, students will rotate through the stations, read each data source, and discuss whether it is primary or secondary data. One group member will record the group’s decision and reason on the worksheet. Students reflect individually, then share ideas with a partner. Volunteers will present group responses to the class.	• PowerPoint presentation • Markers or pens • Projector and laptop • Internet connection • Stations A-C • Classification worksheet • Clip boards • Printed prompts at each station

SECTIONAL REVIEW AND FEEDBACK:

The teacher will ask students to quietly review the worksheet or notes completed during the Gallery Walk activity. Students will reflect on their group's classification of the three data sources. Then the teacher will ask:

What key words or phrases come to mind when you think about primary and secondary data?

Students may respond with terms such as: firsthand, original, collected directly, published, existing data, second hand, reused, reports.

The teacher will conclude with a short summary to reinforce the concept:

Primary data is collected firsthand for a specific purpose, while secondary data is existing information originally collected for another purpose. Understanding the source of data helps marketers choose what best fits their research needs.

Time allotted: 2 minutes

SECTION 2-

Time allotted: 12 minutes

Teaching points:

- Compare probability and non-probability methods

METHOD

Teaching Strategy	Student Activity	Resources
Direct Instruction Teacher will begin with a short explanation using a T-chart to compare probability and non-probability sampling methods. Teacher will use the PowerPoint and reference sheet to introduce key features. Collaborative Learning + Problem-Based Learning – Compare & Classify Challenge Teacher will distribute scenario strips and explains the task: In assigned groups, read the scenario, decide which type of sampling it represents, and justify your reasoning on Bristol board provided. Teacher will circulate to guide discussion and pose prompts: • What makes this method fair or biased? • How would this choice affect the research results?	Students will listen and ask questions while recording key points. They will be encouraged to give real-life examples of how a business might use either sampling type. In assigned groups, students will: • Read the scenario • Discuss whether it shows probability or non-probability sampling • Justify their classification on chart paper • Present board for peer feedback	• T-chart • Slide/Handout: Sampling comparison reference sheet • Printed scenario sample strips • Bristol board • markers • Timer • Power Point Presentation • Projector and laptop • Internet connection

SECTIONAL REVIEW AND FEEDBACK:

The teacher will facilitate a quick oral check using three reflective questions:

1. **What are the two main categories of sampling methods?**
2. **How would you feel making a major business decision based on biased or unreliable sampling results?**
3. **Why do you think it's important for companies to use fair and accurate sampling methods when collecting customer opinions?**

The review will close with a short teacher summary reinforcing that selecting the appropriate sampling method is essential for accurate, fair, and responsible marketing research — especially when businesses are investing time, money, and trust in the results.

Time allotted: 2 minutes

CLOSURE:

Three W's using a ball toss to promote participation and engagement.

The teacher will initiate a whole-class wrap-up using the following reflective prompts. A soft ball will be gently tossed to a student, who answers one of the prompts. That student then tosses the ball to another classmate to answer the next question, continuing the process until all three questions are addressed:

1. **What?** – What did we learn today about sampling methods?
2. **So What?** – Why is this important for conducting business research?
3. **Now What?** – How might this knowledge help us in future marketing topics or real-life business decisions?

Time allotted: 4 minutes

FINAL EVALUATION:

Students will complete a short Kahoot! quiz with 6 multiple-choice questions. The quiz will assess their ability to distinguish between primary and secondary data (2 questions) and to compare and apply probability vs. non-probability sampling methods in real-world scenarios (4 questions). The sampling questions are designed to promote higher-order thinking by requiring analysis, evaluation, and justification. This gamified assessment encourages engagement, provides immediate feedback, and helps the teacher identify any misconceptions.

QUESTIONS THAT WILL APPEAR ON KAHOTS

Primary vs. Secondary Data (Cognitive – LOT)

1. **A business designs a survey to collect customer opinions about a new product. What type of data is this?**
A. Secondary
B. Primary
C. Internal
D. Quantitative
(Correct: B – identifies firsthand collection)
2. **Which of the following is a secondary source of data?**
A. Focus group discussion
B. Telephone interview
C. Government report
D. Face-to-face survey
(Correct: C – recognizes pre-existing data)

Probability vs. Non-Probability Sampling (Cognitive – HOT)

3. **A manager uses random number software to select survey participants from a list of 200 customers. What type of sampling is this?**

A. Convenience
B. Quota
C. Random (Probability)
D. Purposive

(Correct: C – HOT: Classification + justification)

4. **A business wants to hear quickly from people in the food court about their lunch habits. What is the most practical sampling method?**

A. Systematic
B. Stratified
C. Convenience
D. Cluster

(Correct: C – HOT: Practical evaluation in context)

5. **A clothing store uses quota sampling to ensure responses from all age groups. Why might this be less accurate than stratified sampling?**

A. It's expensive
B. It requires too many questions
C. It can introduce bias
D. It's too detailed

(Correct: C – HOT: Evaluation of sampling reliability)

6. **Which scenario best reflects a probability sampling method?**

A. Interviewing only shoppers in one specific mall
B. Choosing survey participants using a lottery system
C. Asking whoever passes by your booth
D. Picking staff members from your own team

(Correct: B – HOT: Requires concept application)

Time allotted: 5 minutes

TABLE OF SPECIFICATIONS: NEED TO FILL OUT

Instructional Objective	Level of Domain and Classification	Assessment Type	Formative	Summative	Reflection
1. Identify primary and secondary sources of data used in marketing research	Cognitive – Remembering (LOT)	Observation + Kahoot Quiz	Gallery Walk classification Think-Pair-Share responses	Kahoot Q1 & Q2 (1 mark each)	
2. Compare probability and non-probability methods for marketing research	Cognitive – Analysing (HOT)	Scenario Analysis + Kahoot Quiz	Compare & Classify Scenario Activity Sampling Sort Discussion	Kahoot Q3–Q6 (2 marks each)	
3. Demonstrate awareness of ethical responsibility when selecting data sources and sampling	Affective – Responding	Oral Reflections + Participation in Discussion	Sectional Review: Reflective Questions Closure Activity: <i>Three W's with Ball Toss</i>		Also assessed through Kahoot application questions and student reasoning during closure

FOLLOW-UP ACTIVITIES/LESSON: Next Lesson Prep 

Homework:

Students will be asked to bring a real-world example of a survey or questionnaire (physical or digital) to the next class. This will be used as a reference as they begin designing their own research tools for cafeteria pricing of a box of fries in Lesson 5.

Next Lesson Introduction:

In the next session, students will explore Stage 5 of the marketing research process – Research Techniques. They will evaluate different data collection tools (e.g., surveys, interviews, focus groups) and begin creating their own research instrument based on the cafeteria pricing topic (on a box of fries).

Time allotted: 1 minute

CONTINGENCY PLAN:

• Technology Issues (Power Failure or Glitches):

If PowerPoint, Kahoot, or other online tools fail, printed versions of the sampling scenarios and classification materials will be distributed. The teacher will deliver key points verbally and use the whiteboard to guide discussion and summarize concepts. Students will record responses manually.

• Absenteeism:

If any of the 10 expected students are absent, group sizes will be adjusted on the spot using a simple reshuffling method (e.g., drawing sticks or coloured cards). This ensures that all collaborative activities — including the sampling classification and scenario analysis — still function effectively with equitable participation.

• Early Completion:

If activities finish earlier than expected, students will be prompted to share one additional real-life example of how data collection or sampling is used in business (e.g., online reviews, influencer polls, customer feedback tools). This can be done verbally or as a quick written reflection.

• Time is Running Out:

If the lesson runs longer than planned:

- The Kahoot quiz will be shortened to 3 key questions that cover both data sources and sampling methods.
- Instead of all groups presenting their scenario findings from Section 2, one group will present fully (selected by Rock-Paper-Scissors), while the others will summarize their answers in one sentence.

REFERENCE

Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

Prensky, M. (2001). *Digital game-based learning*. McGraw-Hill.

Rosenshine, B. (1987). *Explicit teaching and teacher training*. Journal of Teacher Education, 38(3), 34–36. <https://doi.org/10.1177/002248718703800307>

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Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.