

### *How to Integrate DECA into the Marketing Curriculum*

Marketing Education program has three major components:

- The marketing curriculum
- On-the-job training
- DECA activities

Since DECA is co-curricular you can use DECA activities as a teaching tool or to reinforce skills.

Integrating DECA into the curriculum can be achieved successfully in many ways. If you have a DECA operated school-based enterprise (school store), countless opportunities for integrating DECA into the curriculum are at your fingertips every day.

For those who do not operate a school-based enterprise, here are some practical suggestions from chapter advisors that demonstrate the simplicity of integrating DECA into the marketing curriculum.

1. Team up with a local charity to conduct a local fund-raising activity. This is an outstanding way for students to practice public relations skills.
  - Discuss different charities in your area.
  - Team students with adults—great lesson in teamwork and working with adults.
  - Point out that this allows students to see all facets of a public relations career—manage accounts, write copy, produce storyboards—and all the tasks of an ad agency.
2. Have students make presentations to local businesspeople about DECA. This is good practice in selling and helps develop good public relations skills. It also adds the bonus of a membership development activity.
3. Incorporate DECA entrepreneurship events to make entrepreneurship lessons real. This will allow them to research and create a business plan for a business they would like to start. The research will also allow them to compete in DECA's entrepreneurship events.
4. When teaching promotion, have your students write news articles about chapter activities for the local newspapers. Monthly news articles about DECA will keep your chapter's activities before the community.
5. After completing your lessons on selling, integrate a real sales project into your curriculum as a lab project. Relate the sales efforts to standard marketing concepts such as distribution and logistics.
6. A practical application for lessons on technology is to use the [DECA Web site](#) to learn more about the organization.
7. Bringing in businesspeople to practice role-play situations with your students will prepare students for the interview process, provide opportunities for problem solving and prepare them for DECA competition as well.

For mini-evaluations within the curriculum, invite members of the business community into the classroom to role-play with each class member. Advisors should select or develop a case study and give to students a few days in advance. Students will then present their results to the visiting businesspeople in a role-play format. The business volunteers

write a formal appraisal of the student's performance on a form similar to DECA's evaluation sheet, but they also deliver an oral evaluation on the spot—a good way to correct presentation blemishes like handshakes, voice quality, etc. (Karen Brettingen, Eden Prairie H.S., Eden Prairie, Minnesota)

8. Use DECA's Marketing Research Events. The Marketing Research Events are designed to allow you to take advantage of group instruction. Virtually anything you adopt to support these events is something you probably teach in your marketing education classroom anyway, whether your students were competing in these events or not.

The events are organized so that they can be completed step-by-step, in a series of smaller, information-gathering and writing projects that correspond to classroom instruction.

You probably teach basic marketing research and the concepts of target markets, customer buying behavior, promotion and planning. Plan to teach these concepts early in the fall, rather than later.

Teamwork is important in the business world. This element has been added as an option in the Marketing Research Events. Each of the students within your classroom can benefit from learning teamwork. If you don't already use teams as a teaching method, try using teams as an approach for some activities where they are particularly applicable in your curriculum.

These events require background information about the community. Make the gathering of this data a group project early in the school year and allow students to pool their findings. (Here's an opportunity for teaching teamwork!) DO NOT, of course, allow them to copy each other's work word-for-word.

Take a look at the outline for the Marketing Research events. The first part to begin working on is II. INTRODUCTION. On any Monday, early in the fall, hold a 20-minute discussion on what an introduction is and then go on to examine "describing a business." Get your students to list the kinds of facts that describe a business. At the end of the discussion, say, "I want you to write a two-page description of a business of your choice and hand it in on Friday."

The next week, do the same thing with the "description of the community." Following this piecemeal approach, work your way through the whole outline. By December, you will be in a position to say, "Using all of these assignments we have been working on, put them together into a 30-page paper and you will have a written event you can take to our DECA State Career Development Conference. You have already finished 90 percent of the work."

Make some minor adjustments to your marketing education curriculum. This is more a matter of timing than anything else.