

 **ELEVATE YOUR LEARNING**

# Module

# 05

Designing a  
Customer  
Growth Strategy

**Topic 1:**  
Navigating the  
Growth Funnel



University  
of Regina

**Hill | Ilevone**  
SCHOOLS OF BUSINESS



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# 1 PRE-TEACHING a) (BEFORE THE CLASSROOM: PREPARING FOR TEACHING):

IDENTIFY THE MAIN AIMS, GOALS, AND OUTCOMES OF THE MODULE.

## LEARNING OUTCOMES:

### ■ Example:

#### 1. UNDERSTANDING THE GROWTH FUNNEL:

Get to know the growth funnel, which is like a roadmap helping potential customers go from learning about a product to trying and buying it.

#### 2. CUSTOMER ATTRACTION TRICKS:

Discover cool tricks to get more people interested in a product, especially considering what the product is and who might want it.

#### 3. KEEPING CUSTOMERS HAPPY:

Learn why it's super important to keep customers happy after they buy something. Find out how loyalty programs and extra offers can make them want to come back for more.

## ENDURING UNDERSTANDINGS:

What understandings about the big ideas are desired? (what do you want students to understand and be able to use several years from now).

What misunderstandings are predictable?

### ■ Examples:

Students will understand:

**Big Idea:** Students will understand how to develop an effective selling strategy.

**Desired Understanding:** Students will understand the importance of developing an effective selling strategy based on product-market fit, focusing on customer relationships and channels in the Business Model Canvas.

**Use Several Years from Now:** Students will be able to apply the concepts of customer relationships, channels, and the growth funnel to create and implement successful selling strategies for different products and target audiences.

## MISUNDERSTANDINGS:

**Misconception 1.** Thinking that attracting customers is only about advertising, without considering the broader aspects of customer relationships and effective communication channels.

**QUESTIONS FOR DEEP UNDERSTANDING:**

What provocative questions will foster inquiry into the content when applied into different contexts or areas of application? (this uses open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding).

*Possible topics of interest...*

*Indigenous contexts, Multicultural applications, cross-curricular applications...*

**■ Examples:**

**Question 1:** In what ways can businesses tailor their customer engagement approaches to authentically reflect and honour the unique cultural values of Indigenous communities, fostering genuine connections and inclusivity? (*hint: consider involving Indigenous people in creating your promotional material*)

**Question 2:** In a multicultural context, what innovative channels and methods can businesses employ to effectively communicate with different customer segments, considering language, traditions, and media preferences (consider both digital and analogue perspectives, for example, specific channels on digital platforms or analogue flyers or posters in cultural event centres)?

**Question 3:** How can the principles of effective customer relationships and channel selection be integrated across various subjects, promoting cross-curricular learning and preparing students for real-world scenarios in diverse communities (be sure that any disciplinary content is engaging)?

**KNOWLEDGE:**

What knowledge will students acquire as a result of this unit?

*Students will know...*

**■ Examples:**

Students will know how to develop an effective selling strategy by understanding customer relationships and channels in the Business Model Canvas.

They will grasp the concept of the growth funnel, comprehending the sequential stages of customer acquisition from awareness to purchase.

Through practical examples, students will learn diverse methods for creating awareness, generating interest, fostering engagement, and ensuring customer retention, equipping them to manage successful customer relationships.

**SKILLS:**

What skills will students acquire as a result of this unit?

*Students will be able to...*

**■ Example:**

Students will be able to master customer relationships, channel selection, and awareness creation, developing effective selling strategies. They will navigate stages like interest and engagement, gaining practical skills in advertising, content creation, and loyalty programs for sustained business success.

## 1 PRE-TEACHING b)

ACQUIRE AN UNDERSTANDING OF THE RELEVANT CONTEXTS AND TERMINOLOGIES.

### WHAT IS A GROWTH FUNNEL?

The **growth funnel** is a conceptual framework that explains how potential customers become paying customers. The customer funnel has four customer acquisition stages including 1) awareness, 2) interest, 3) engagement and trial, and 4) purchase. The various stages require different marketing strategies and tactics.

### WHAT ARE CUSTOMER RELATIONSHIPS?

When evaluating **customer relationships**, it's essential to consider how your potential customers prefer to engage with and purchase from your business. This holds true as you establish, expand, and nurture these valuable connections over time.

### WHAT ARE CHANNELS (AWARENESS, INTEREST, ENGAGEMENT, AND PURCHASE)?

**Channels** refer to the methods you employ to connect with your customer segments, communicate effectively, and deliver your products.

## 1 PRE-TEACHING c)

WATCH THE VIDEO (MODULE #5, TOPIC #1). *You can find the transcription in the box below the video on the website. You may want to copy this for your reference.*

## 1 PRE-TEACHING d)

GAIN INSIGHTS INTO THE INDIVIDUAL NEEDS OF YOUR STUDENTS. *(Refer to the teacher's toolkit. This toolkit is a separate document available on the teacher's page of the Imagineur course.)*

## 1 PRE-TEACHING e)

DEVELOP AN UNDERSTANDING OF POSSIBLE EFFECTIVE STRATEGIES AND METHODS FOR TEACHING THE CONTENT. *(Refer to the teacher's toolkit. This toolkit is a separate document available on the teacher's page of the Imagineur course.)*

## 1 PRE-TEACHING f)

FAMILIARIZE YOURSELF WITH THE “ELEVATE YOUR LEARNING” ONLINE, PRINTABLE PDF EXERCISES AND EXAMPLES THAT WILL BE USED DURING THE MODULE. *(Refer to the online “Elevate Your Learning” Exercise PDF for this topic.)*

*“Elevate Your Learning” Exercise PDF structure for this topic:*

### MODULE 5, EXERCISE 1

#### Who You Gonna Call? Growth (Funnel) Busters!

- **Activity one:** Build screamflix interest-building strategies
- **Activity two:** Interest-building strategies for YOUR business growth

## 1 PRE-TEACHING g)

LOOK AT THE COMPONENTS OF A LESSON PLAN *(you can either use the example – you can find it down below in the “Teaching” section below or create your own lesson plan).* Prepare for assessment and evaluation strategies, encompassing formative assessment, summative assessment, self-assessment, and peer-assessment.

## 1 PRE-TEACHING h)

PREPARE WARM-UP ACTIVITIES FROM THE LESSON PLAN AND LEARN ABOUT DIFFERENT TOOLS *(for example digital tools).*

## 1 PRE-TEACHING i)

ESTABLISH A TIMELINE FOR THE MODULE TO ENSURE EFFECTIVE PACING.

*A suggested timeline would be as follows:*

PRE-TEACHING (1.30-2.30)	TEACHING (40M- 1 HOUR)	POST-TEACHING (30M-50M)
<ul style="list-style-type: none"> <li>• Watch the video (5m)</li> <li>• Gain insights (10m)</li> <li>• Understanding of effective strategies (10m)</li> <li>• Familiarize yourself with the exercises and examples (10m)</li> <li>• Look at the components of a lesson plan (25m)</li> <li>• Prepare warm-up activities using the examples (15m)</li> <li>• Learn about the digital and non-digital tools (15m)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Step 1:</b> Warm-up activity (5m)</li> <li>• <b>Step 2:</b> Review the lesson plan (10m)</li> <li>• <b>Step 3:</b> Brainstorming activity (10m)</li> <li>• <b>Step 4:</b> Watching the video (5m)</li> <li>• <b>Step 5:</b> Work on activity one - Build screamflix interest-building strategies (15m)</li> </ul>	<ul style="list-style-type: none"> <li>• Work on the additional activity - Interest-building strategies for YOUR business growth (10m)</li> <li>• Discuss the topic (10m)</li> <li>• Self and peer assessment (10m)</li> </ul>

## 2 TEACHING a) (IN THE CLASSROOM: COVERING THE CONTENT):

**In the example lesson plan below, there are five learning steps outlined.**

**STEP 1:** The first step, a warm-up activity, serves as a general icebreaker to focus the students.

**STEP 2:** Moving forward, guide your students through the lesson plan, addressing any questions they may have.

**STEP 3:** In the third step, we offer a topic-specific warm-up activity related to the upcoming video, it further focuses the students on the task and can allow the teacher some formative assessment before watching the video.

**STEP 4:** In the fourth step, watch the engaging video.

**STEP 5:** In the final step, we provide exciting activities for students to apply their understanding from the video, which can be used for formative assessment.

*Further discussion and reflection are in the "POST-TEACHING" section following this one.*

**LEARNING STEP 1****WARM - UP**

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**Outcomes:** Icebreaking

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**Activities:** Warm-up activity

■ **Example of a warm-up activity:**

- Prepare slips of paper with various product names related to different industries. Utilize online tools like “Random Word Genera-tor” websites to quickly generate diverse product names for the game.
  - Use a virtual whiteboard tool, such as “Miro,” for students to act out the product without speaking. They can draw or use icons to represent the product, and classmates can guess by typing their responses directly onto the virtual board.
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**Resources:** In this activity you can use the following Online tools:

1. [Random Word Generator](#)
  2. [Miro \(Tutorial\)](#)
  3. [Kahoot](#) (for written responses) [Tutorial](#)
  4. [Audacity](#) (for recording their responses as a voice) [Tutorial](#)
  5. [Flip](#) (for recording their responses as a video) [Tutorial](#)
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**Assessment:** Diagnostic assessment: Engaging in the warm-up activity can provide essential insights, including the identification of students’ individual strengths and weaknesses in both academic knowledge and practical aspects, such as their access to the internet and digital tools for communication via email.

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- Notes:**
1. Confidentiality: Let your student know about the following statement if needed: “Your responses will be used for educational purposes only and will be kept confidential. Thank you for your thoughtful feedback!”
  2. To design the warm-up activity, consider the following notes:
    - Think about the varied backgrounds and needs of the students.
    - Utilize the outcomes of the warm-up activities to gauge the current level of understanding among students.

This information may serve as a diagnostic assessment, a form of pre-assessment or a pre-test where teachers can evaluate students’ strengths, weaknesses, knowledge, and skills before their instruction.

Record the students’ responses in their e-portfolios ([Google Sites](#), [WordPress](#), [Tutorial](#), or...), so you may want to use them later as part of your formative assessment.



**LEARNING STEP 2**

## REVIEWING THE LESSON PLAN

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**Outcomes:** Introduce and review the Lesson Plan with the students to:

- Provide students with a clear understanding of what to expect during the lesson.
- Clarify the learning objectives and outcomes and provide an opportunity for students to ask questions about the objectives and outcomes.
- Provide an opportunity for students to ask questions or seek clarification on any aspect of the lesson plan.

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**Activities:** Reviewing the Lesson Plan

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**Resources:** Provided below in learning step 3.

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**Assessment:** Diagnostic assessment: Participating in a thorough review of the lesson plan offers vital insights, facilitating the identification of students' individual needs in both academic knowledge and practical aspects. Additionally, this process can unveil opportunities to incorporate diverse instructional methods, address specific learning styles, and foster a more inclusive and engaging learning environment.

You may want to ask the students to record their responses in a [Google Sheet](#) and save it in their e-portfolios.

■ **Google Sheet**

No.	Activity	Concern/Question	Date

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**Notes:** None

**LEARNING STEP 3****A TOPIC-SPECIFIC WARM-UP**

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**Outcomes:** Brainstorming activities to:

- a)** Prepares students for the upcoming lesson.
- b)** Guide students' attention to the key themes or concepts they will be exploring and gauge their grasp of the topic.
- c)** Identify misconceptions and adapt your teaching accordingly.

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**Activity:** ■ **Example:**

You can take the following steps for the topic-specific warm-up activity.

- 1.** Create a list of various products related to different industries.
- 2.** Each student secretly selects a product from the list and uses Microsoft Whiteboard to devise a quick plan for how best to create awareness about it (to ultimately sell it).
- 3.** Students showcase their advertisements, and classmates vote on who did the best job, with categories such as "funniest," "most engaging," "most informative," "most original," "etc."

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**Resources:** [Microsoft Whiteboard](#)

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**Assessment:** Formative assessment, an ongoing feedback process, is crucial for adapting teaching methods. This Microsoft Whiteboard activity is a brief and effective formative assessment. Students pick a product, draw it in a minute, and engage in a lively guessing game. Teachers observe creativity and communication skills, offer feedback, and recognize accurate interpretations. This dynamic exercise not only reinforces key skills but also fosters a positive learning environment.

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**Notes:** None

**LEARNING STEP 4****WATCH THE VIDEO** (MODULE #5, TOPIC #1).

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- Outcomes:**
- The elements of the growth funnel and its importance in the customer acquisition process.
  - Strategies to create awareness, interest, engagement with customers to secure purchase.
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**Activity:** Watching the video

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**Resources:** The video is provided in course website; you can find the transcripts in a text box immediately below each video.

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**Notes:** None

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**LEARNING STEP 5****IN THE ONLINE EXERCISES: “ACTIVITY ONE” BUILD SCREAMFLIX INTEREST-BUILDING STRATEGIES**

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**Outcomes:** Putting the students’ knowledge/understanding from the video into practice

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**Activity:** Activity one: Build screamflix interest-building strategies

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**Resources:** Resources are provided in the online website, in the “Elevate Your Learning” exercise PDF for this topic.

**[Activity one \(You can find this activity on the “Elevate Your Learning” exercise PDF for this topic.\)](#)**

You may want to give the students the exercises in this activity via Google Forms ([Tutorial](#)).

If you learn how to sort responses from Google Forms to Google Sheets, it can help you manage the assessment below.

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**Assessment:** Formative assessment involves gathering ongoing feedback to inform teaching adjustments. Utilize tools like Google Forms to collect student responses, organizing them in a Google Sheet with a designated section for constructive feedback.

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**Notes:**

1. Confidentiality Note: Let your student know about the following statement if needed: “Your responses will be used for educational purposes only and will be kept confidential. Thank you for your thoughtful feedback!”

## 3 POST-TEACHING

(IN THE CLASSROOM: DEEPENING KNOWLEDGE AND DISCUSSING NEXT STEPS):

In the first step of this phase, we provide additional activities to deepen students' comprehension of the topic, and we recommend using the results for summative assessment. Moving on to the second step, create an opportunity at the end of the topic for students to express their opinions. Encourage discussions with questions that foster a deep understanding of the topic and gather their thoughts on how they would like the course to progress. In the final step, students can reflect on their learning and provide feedback on their peers' work through self and peer assessment.

### STEP a)

ACTIVITY FROM THE ONLINE EXERCISES: ACTIVITY TWO: INTEREST-BUILDING STRATEGIES FOR YOUR BUSINESS GROWTH

Offers additional activities for enhanced comprehension, utilizing results for summative assessment.

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**Outcomes:** Concluding the topic

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**Activity:** Activity two: Interest-building strategies for YOUR business growth

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**Resources:** [You can find this activity on the “Elevate Your Learning” exercise PDF for this topic](#)

The other suggestions for this section could be as follows:

- Ask your students to read about one of their favourite companies and analyze how the three concepts played there.
  - Think about products that students think are highly creative, or successful, but really strange, or ones that are crazy that have no market, or things you would like to see.
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**Assessment:** Summative assessment: It evaluates learning outcomes at the end of a period, typically with exams or final projects, to measure overall understanding and proficiency. It provides a comprehensive overview of students' knowledge and skills. You may want to design a rubric for this exercise.

You can offer your students to respond in different forms such as:

**Video:** You can use [Flip \(Tutorial\)](#)

**Audio:** You can use [Audacity \(Tutorial\)](#)

**Written:** You can use [Kahoot \(Tutorial\)](#)

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**Notes:** Confidentiality Note: Let your student know about the following statement if needed:

“Your responses will be used for educational purposes only and will be kept confidential. Thank you for your thoughtful feedback!”

**STEP b)****DISCUSSION**

Facilitate student expression through end-of-topic opinion sharing, fostering deep understanding and course progression insights.

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**Outcomes:** Discussing how to move forward

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**Activity:** [Discussion](#)

■ **An example:**

**a)** Some questions for deep understanding could be as follows:

1. In what ways can businesses tailor their customer engagement approaches to authentically reflect and honour the unique cultural values of Indigenous communities, fostering genuine connections and inclusivity? (*hint: consider involving Indigenous people in creating your promotional material*)
2. In a multicultural context, what innovative channels and methods can businesses employ to effectively communicate with different customer segments, considering language, traditions, and media preferences (consider both digital and analogue perspectives, for example, specific channels on digital platforms or analogue flyers or posters in cultural event centres)?
3. How can the principles of effective customer relationships and channel selection be integrated across various subjects, promoting cross-curricular learning and preparing students for real-world scenarios in diverse communities (be sure that any disciplinary content is engaging)?

**b)** Some discussion questions could be as follows:

1. What aspects of the course content or teaching methods did you find most beneficial to your learning experience?
2. Were there any challenges or aspects of the topic that you found particularly difficult or unclear?
3. Do you have any suggestions for improving the course, whether related to content delivery, activities, or assessments?
4. Were there specific approaches that resonated with your learning style?
5. How confident do you feel in applying the growth funnel to real-world scenarios after completing this exercise?

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**Resources:** You may want to utilize [Kahoot \(Tutorial\)](#) for collecting responses, benefiting from its features such as real-time interaction and anonymous responses.

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**Notes:** None

**STEP c)****SELF AND PEER ASSESSMENTS**

Foster reflection and feedback in the final step, engaging students in self and peer assessment for a comprehensive learning experience.

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**Outcomes:** Students could comment on their learning as well as their peers'.

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**Activity:** • Self-assessment

■ **Example:**

Are you confident in:	  
Apply the growth funnel?	

• Peer-assessment:

■ **Example:**

- Pair your students together.
- Invite them to share their responses in activity two.
- Ask them to write a paragraph discussing both the strengths and the area of growth of their peers' responses.