

Sydney Murphy – EDU 421 – Full Teach Lesson Plan – Understanding Branding

<p><b>Grade:</b> 10-12</p>	<p><b>Subject:</b> Marketing</p>
<p><b>Materials:</b> PowerPoint, Student’s Scratch Sheet, YouTube link, Teacher Computer/Student’s Computers</p>	<p><b>Technology Needed:</b> Computer, WIFI, Student’s Computers, Projector</p>
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul> <p>Direct Instruction:</p> <ul style="list-style-type: none"> <li>- What a brand is versus what it is not</li> <li>- Target Audience</li> <li>- Competition/Positioning</li> </ul> <p>Guided Practice:</p> <ul style="list-style-type: none"> <li>- Branding Yourself and Questions</li> </ul> <p>Socratic Seminar:</p> <ul style="list-style-type: none"> <li>- Gatorade Advertisement and Questions</li> </ul> <p>Peer Teaching:</p> <ul style="list-style-type: none"> <li>- Branding a Business with a group</li> </ul>	<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> <p>Explain: Independent Activity:</p> <ul style="list-style-type: none"> <li>- Students write down their favorite business &amp; reason.</li> <li>- Students brand themselves through questions.</li> </ul> <p>Pair/Collaboration-</p> <ul style="list-style-type: none"> <li>- Students brand a business chosen by personal preference with group members.</li> </ul> <p>Technology Integration-</p> <ul style="list-style-type: none"> <li>- Students research on computers about the target audience, positioning strategies, and brand of a specific business.</li> </ul>
<p><b>Standard(s):</b> Marketing Education – CTE Standards  <b>2.1.5</b> Participate in group discussions.  <b>10.1.2</b> Describe marketing functions and related activities</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b></p> <ul style="list-style-type: none"> <li>- Allowing for turn and talks</li> <li>- Allowing students to choose their groups for group activity</li> </ul> <p><b>Above Proficiency:</b></p> <ul style="list-style-type: none"> <li>- Offer students resources for websites</li> <li>- If necessary, cold call for examples</li> <li>- Introduce SWOT Analysis Idea beforehand</li> </ul> <p><b>Approaching/Emerging Proficiency:</b></p> <ul style="list-style-type: none"> <li>- Offer students resources for further researching websites</li> <li>- Introduce SWOT Analysis Idea beforehand</li> </ul> <p><b>Modalities/Learning Preferences:</b></p> <p><b>Visual:</b></p> <ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Gatorade “Forget Me” Advertisement</li> </ul> <p><b>Kinesthetic:</b></p> <ul style="list-style-type: none"> <li>- “Branding a Business” – Research and Application</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>- Turn and Talks</li> <li>- Discussion after Gatorade Advertisement</li> </ul>
<p><b>Objective(s):</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to <b>explain</b> what a target audience and positioning are.</li> <li>2. Students <b>analyze</b> the difference between a brand and other aspects of a business.</li> <li>3. Students <b>create</b> a brand which describes themselves.</li> <li>4. Students <b>research</b> and <b>distinguish</b> a business’s target audience, positioning, and brand with a group.</li> </ol> <p><b>Bloom’s Taxonomy Cognitive Level:</b></p> <ol style="list-style-type: none"> <li>1. Comprehension/Understanding</li> <li>2. Analysis/Analyzing</li> <li>3. Synthesis/Evaluating</li> </ol>	

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	<ul style="list-style-type: none"> <li>- “Branding a Business” activity with partners</li> </ul> <p><b>Solitary:</b></p> <ul style="list-style-type: none"> <li>- “Brand Yourself” activity</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Intro Activity: On your own at your desk</li> <li>- Gatorade “Forget Me” Advertisement: On your own at your desk, free share once the advertisement is over and students have had time to reflect on each individual question</li> <li>- Branding Yourself: On your own at first, then turn and talk with the person next to you               <ul style="list-style-type: none"> <li>o Ask for volunteers to share</li> </ul> </li> <li>- Branding a Business: Students group by preference of business               <ul style="list-style-type: none"> <li>o Brought back in near the end of class</li> <li>o Ask for volunteers to share</li> </ul> </li> </ul>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>- During “Forget Me” Advertisement Discussion, students can freely speak as long as they are not interrupting another’s ideas or putting one another down</li> <li>- Allow students to turn and talk after the “Brand Yourself” activity</li> <li>- Allow students directed choice to pick the business they would like to research</li> <li>- Phrases to help procedures...               <ul style="list-style-type: none"> <li>o “When I say go...”</li> <li>o “We have about 1-2 more minutes before we are going to wrap things up.”</li> <li>o “I would like to hear from at least two students before we move on.”</li> <li>o “Please write down as much as you can find about these organizations as possible, the more thorough the research the easier it will make your job later on.”</li> </ul> </li> </ul>

Minutes	Procedures
<b>45 minutes – 1 hour</b>	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- Create PowerPoint</li> <li>- Find Emotional Advertisement</li> <li>- Create Activities</li> <li>- Create Lesson Plan</li> </ul>
<b>2-4 minutes</b>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Students take out a piece of paper and write down their favorite business to physically walk into and explain why it is their favorite (talk about how product and price is only one aspect, but feeling is what creates loyalty)</li> </ul>
<b>10-15 minutes</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- What a brand is not: logo, mission, product</li> <li>- What a brand is: person’s perception</li> <li>- Target audience</li> <li>- Competition/Positioning</li> </ul>
<b>20+ minutes</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- Gatorade “Forget Me” Advertisement with questions (How did this advertisement make you feel? What message did the authors of this advertisement want to portray by the “forget me” idea? Why do you believe Gatorade chose this type of emotional appeal? What does this tell you about Gatorade’s brand?)</li> <li>- Branding Yourself (How do I make people feel? How do people benefit by working with me? What words would my friends use to describe me?)</li> <li>- Branding a Business               <ul style="list-style-type: none"> <li>o Choose from Cracker Barrell, Target, Space Aliens, and Chick-Fil-A</li> <li>o Research and identify with a group target market, positioning compared to competition, and perceptions (brand)</li> </ul> </li> </ul>
<b>1-2 minutes</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- Explain Homework               <ul style="list-style-type: none"> <li>o Research your team’s organization’s (target audience, competition/positioning, and brand)</li> <li>o Prepare to discuss these items at the start of class tomorrow</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>- Explain that tomorrow we will start SWOT Analysis of our organizations</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>- See how students are able to reflect on the Gatorade Advertisement</li> <li>- “Branding Yourself” challenge to hand in at the end of the class period</li> <li>- Walk around and address questions from students during “Branding a Business” challenge</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>- If the link on the computer does not work, then I would bring up popular advertisements students have more than likely seen such as Progressive advertisements or Nike’s “Dream Crazy” Campaign.</li> <li>- If the WIFI is down in the classroom, then I would do a group discussion for challenge #2 “Branding a Business” rather than have students research in their groups.</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>- Assessments from this lesson include; “Branding Yourself” activity, “Branding a Business” Activity, and the SWOT Analysis performed by students in their groups on their specific organization the following class period</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <ul style="list-style-type: none"> <li>- Overall unit assessment is the marketing campaign created and the 7-10-minute presentation</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	