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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Marketing |
| **Course Name** | Practicum in Marketing |
| **Lesson/Unit Title** | The Marketing Plan |
| **TEKS Student Expectations** | **130.387. (c) Knowledge and Skills**  (9) The student recognizes that careers are ever changing and require continual self-assessment, research, and preparation to develop and implement responsible decisions.  (A) The student is expected to discuss characteristics of economic goods and services.  (B) The student is expected to identify economic needs and wants.  (C) The student is expected to explain the concept of utility and cite examples of types of utility.  (D) The student is expected to describe the function of prices in markets.  (E) The student is expected to clarify how the interaction of supply and demand affects price. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   * Understand that marketing begins with a working knowledge of economic concepts. * Perform market analysis. * Conduct a SWOT analysis. * Create a marketing plan. * Communicate effectively in a business setting. * Develop effective correspondence. * Apply written directions to achieve tasks. * Make oral presentations. |
| **Rationale** | The main purposes of this lesson are to help students understand:   * The information and steps involved in developing a marketing and business plan for a small business * How to develop a presentation that is tailored for a specific audience |
| **Duration of Lesson** | 2 to 3 class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * SWOT – Strength, weaknesses, opportunities, and threats * Business Ownership – Sole proprietor, partnership, or corporation * Business Plan – A proposal that describes the new business to potential investors |
| **Materials/Specialized Equipment Needed** | * Textbook * Display for digital presentation * Websites for assignments and class discussion |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **ASK:** Ask students what type of information the investors would want to know when questioningentrepreneurs about their businesses?  **SAY:** Explain that investors will want to know that a business has a specific plan, understand their costs, andknows how to market their product.  **ASK:** Ask what information they think a bank would want to see if they were asked for a loan from a smallbusiness?  **SAY:** Explain that banks will want to see a specific plan from the business that details what they will sell, howthey will market it, how much it will cost  **ASK:** Ask students if they would loan money to a friend if they weren’t sure they would get it back.  **SAY:** Explain that banks and investors are the same way. They don’t want to loan money if they won’t get itback so the best way to guarantee their success and be able to obtain financing, is to have a well written, well thought out business and marketing plan. |
| **Direct Instruction \*** | Business Plan  A. A proposal that describes the new business to potential investors.  B. Description and analysis of the proposed business situation  C. Organization and marketing plan  D. Financial plan  II. The Marketing Plan  A. Company Goals  1. Company accomplishments  2. Increase sales  3. Reduce costs by  4. Introduce product  Say: When developing the marketing plan, it must be determined what the goals are for the company.  Ask: If a company has an existing product, are they planning on increasing sales? Or is it the goal to introduce a new product? Or gain market share?  B. Description of Customers  1. Needs  2. Media Outlets  3. Age  4. Location and Time  a. Demographics  b. Psychographics  c. Geographics  d. Product Benefits  Say: The next step is to fully describe the customers. This needs to be very specific so you can reach your target customer. Market segmentation can increase the odds of reaching the targeted customer.  III. Competitors   1. Products 2. Promotion 3. Price   Ask: Can you think of two companies that are competitors? What products do they make? How do they promote their products? How much are the products?  IV. SWOT Analysis   1. Strength 2. Weakness 3. Opportunities 4. Threats   Say: To perform a SWOT analysis, companies analyze what are the internal strengths and weaknesses of their products. The second section of the SWOT analysis focuses on the external marketplace opportunities and threats.   1. Economic, Social, Legal and Technological Trends    1. Trends    2. Economic Trends    3. Social Trends    4. Environmental or legislative changes    5. Technological changes   VI. Financial and Human Resources   1. Funding 2. Human Capital   VII. Time Line   1. Individual Events 2. Product Launch 3. Promotion and Distribution Plans 4. Competitors   VIII. Methods for Measuring Success  A. Financial Reports  B. Product Share  C. Company Goals  D. New Customers  Ask: Why is a budget essential when starting a business?  Say: Budgets and timelines describe and organize business. Once businesses are up and running, they must have a way to measure success.  Ask: How could creating plans for businesses lead to measurements of success?  IX. The International Marketing Plan  A. Geographic, Cultural and Political Factors  B. Customized Product   1. Affordability 2. Distribution Costs 3. Advertising Costs 4. Joint Ventures   Say: Product markets are different in each county.  Ask: Why would companies change advertising in different areas? How much does it cost to change the advertisements? Could that cost be split with another company?  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Guided Practice \*** | Students will create a poster which specifies the different parts of the business plan and an example of what information would be provided in each section. The posters will be presented to the class.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Business Plan Project** (Team project, two to three students per team)  Students will choose a product; it can already exist or be a new product of their own creation. They will then create a business plan using the Business Plan outline that is included with this lesson plan. The business plan encompasses the product description, marketing plan, financing plan and location of the business. The business plans should be written professionally in detail with the intention that they could be presented to a banker or investor to request financing.  In addition to the business plan, students are to create a digital presentation that is a high-level summarization of their business plan to present to the class.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Lesson Closure** | Have students complete their business plan and the business plan presentation to present to the class. |
| **Summative/End of Lesson Assessment \*** | Students will be evaluated on their **Business Plan’s** and presentations. Each component (plan and presentation) can be counted as an assessment grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/**  **Teacher Preparation** | **Preparation**   * Review and familiarize yourself with the terminology, website links, and digital presentations. * Teacher will have assignments and website information ready to distribute to students. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | **SWOT Analysis**  Students will choose any type of fast food restaurant. They will research the fast food restaurant that they chose and perform a SWOT analysis on that restaurant. They will divide the poster into four quadrants and they have one of the four elements of the SWOT analysis in each quadrant. At the bottom of the poster will be recommendations for the fast food restaurant based on their SWOT analysis. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)