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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Practicum in Culinary Arts |
| **Lesson/Unit Title** | Marketing Plan for Business Success in the Food Industry |
| **TEKS Student Expectations** | **130.257. (c) Knowledge and Skills**  (12) The student determines how successful marketing impacts a food service operation. The student is expected to:  (A) explain marketing, product, service, presentation, and communication mixes;  (B) generate a marketing plan for multiple food service operations;  (C) evaluate the marketing plans based on various demographics;  (D) conduct market analysis and predict impact on current economy;  (E) identity marketing communication formats across multiple platforms; and  (F) design the menu as a marketing tool |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Identify the SWOT analysis for a marketing scenario * Understand the components of a marketing plan * Analyze the Small Business Association’s Online Training Course for marketing * Develop a marketing plan for a food venue |
| **Rationale** | Do you know what a marketing plan is? Did you know that it is part of a business plan? How do you think major food venues come up with their products, logos, and advertising? All of them will have a marketing plan in place. Let’s learn how to make a marketing plan so that you will be able to design one for your food venue. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Advertising:** A paid form of promotion that persuades and informs the public about what a business must offer  **Marketing:** The action or business of promoting and selling products or services, including market research and advertising  **Marketing plan:** The part of the business plan outlining the marketing strategy for a product or service  **Market research:** The action or activity of gathering information about consumers’ needs and preferences  **Place:** Plays a fundamental role in the marketing mix of a product or service as it outlines the how and where a company will place its products and services to gain market share and consumer purchases  **Product:** Anything that can be offered to a market that might satisfy a want or need  **Promotion:** The advancement of a product, idea, or point of view through publicity and/or advertising  **SWOT analysis:** A study undertaken by an organization to identify its internal strengths and weaknesses, as well as its external opportunities and threats  **Target market:** A particular group of consumers at which a product or service is aimed |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computers with Internet access (be sure to follow district guidelines) * Headphones * Light projector (Elmo)   **Materials:**   * Advertisements from local:   + Caterers   + Fast food establishments   + Restaurants * Coupons from local:   + Fast food establishments   + Grocery stores   + Restaurants * Copies of handouts   **PowerPoint:**   * The Marketing Plan for Business Success   **Technology:**   * Free iPad App:   + Marketing, Branding, and PR Secrets This app contains hard-hitting approaches to both offline and online marketing, from hosting effective live events to leveraging mobile and social media marketing secrets.<https://itunes.apple.com/us/app/marketing-branding-pr-secrets/id511472697?mt=8> * Infographics:   Marketing: Data Analysis vs. Creative Marketing Technology has transformed marketing into an accountable, data-driven department, capable of testing, measuring, and optimizing campaigns to perfection.<http://www.dailyinfographic.com/marketing-data-analysis-vs-creative-marketing>  **Graphic Organizers:**   * My Marketing Plan * SWOT Analysis * SWOT Analysis (Example) * The 4 P’s of Marketing * The 4 P’s of Marketing (Key) * The Marketing Plan Steps * The Marketing Plan Steps (Key)   **Handouts:**   * Mario’s Bistro * Rubric for The Marketing Plan |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Become familiar with the Small Business Administration’s Learning Center that provides a 30-minute online course in Marketing. This course will provide students with a certificate they will be able to add to their portfolio.   * Marketing 101: A Guide to Winning Customers  This course is designed to provide a basic overview of marketing. It is a practical program with real-world examples and helpful tips. The course is directed to small business owners who are interested in reaching a broader customer base.<https://www.sba.gov/tools/sba-learning-center/training/marketing-101-guide-winning-customers>   Display as many items from the Materials or Specialized Equipment Needed tab as you have available on a table in front of the room so that students may view as they enter.  Place the teacher resource Mario’s Bistro on the light projector and instruct a student to read the scenario.  Review the SWOT analysis definition (see Word Wall) with the students so they will become familiar with the term. Explain that this is part of a marketing plan.  Divide the class into subgroups of four.  Distribute the graphic organizer SWOT Analysisand instruct students to answer the questions for each section.  Allow time for discussion.  The SWOT Analysis will be revisited in the Lesson Closure section. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Select and distribute a handout or graphic organizer such as Sandwich Chart or Ladder of Information) from the Instructional Strategies drop down menu in Classroom Essentials or instruct students to take notes in their journal books or on their own paper.  Distribute the graphic organizers The Marketing Plan Steps and the 4 P’s of Marketing and instruct students to take notes from the slide presentation.  Introduce the PowerPoint, Marketing Your Culinary Business. Students will be expected to take notes while viewing the slide presentation. Allow time for classroom discussion.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing a printed copy of slide presentation |
| **Guided Practice \*** | Direct students to the computers and instruct them to log on to the Small Business Association’s website and the Learning Center for the online training. They will need headphones to complete the self-paced course that will provide them with a certificate of completion at the end. Students will be able to add this certificate to their portfolio.   * Marketing 101: A Guide to Winning Customers  This course is designed to provide a basic overview of marketing. It is a practical program with real-world examples and helpful tips. The course is directed to small business owners who are interested in reaching a broader customer base.<https://www.sba.gov/tools/sba-learning-center/training/marketing-101-guide-winning-customers>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing a text based accessible version of online course * check for understanding |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Divide the class into subgroups of four students.  Read the following scenario:  Your family would like to open a food and beverage business in your community.  They are not sure what type of business to open, what market to target or even where to locate it. How can you and your family develop a marketing plan?  Distribute the graphic organizer My Marketing Plan and instruct the students to create a mock marketing plan for the scenario. They may use their notes from the slide presentation for reference.  Distribute the Rubric for The Marketing Planso that students understand what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * reducing assignment * emphasizing major points |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Revisit the SWOT Analysis graphic organizer from the Anticipatory Set.  Ask students the following questions:   * How can the SWOT Analysis be used in other situations? * Is a SWOT Analysis needed in a marketing plan? * Did you realize that there are many components to opening a business?   Allow for answers and discussion. |
| **Summative/End of Lesson Assessment \*** | Students will be assessed with the appropriate Rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time for assignment * encourage participation |
| **References/Resources/**  **Teacher Preparation** | **Textbooks:**   * *Culinary essentials.* (2010). Woodland Hills, CA: Glencoe/McGraw-Hill. * *Foundations of restaurant management & culinary arts.* (2011). Boston, MA: Prentice Hall. * Reynolds, J. S. (2010). *Hospitality services: Food & lodging.* Tinley Park. IL: Goodheart-Willcox Company.   **Website:**   * Small Business Administration Learning Center Online Training   Marketing 101: A Guide to Winning Customers  This course is designed to provide a basic overview of marketing. It is a practical program with real-world examples and helpful tips. The course is directed to small business owners who are interested in reaching a broader customer base.<https://www.sba.gov/tools/sba-learning-center/training/marketing-101-guide-winning-customers> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Other articles pertaining to this lesson that students may read include:   * How to Run a Cooking Class Business Do you enjoy cooking and feel that you have what it takes to teach others? Here are a few suggestions on how to start and run a cooking class.<http://www.ehow.com/how_5141921_run-cooking-class-business.html> * How to Sell a Recipe If you spend almost as much time perfecting your recipes as other people do earning money in their careers, it might be time to stop giving away your best recipe ideas and start selling them.<http://www.ehow.com/how_2306620_sell-recipe.html> * Skills You Need to Start a Business Having a passion for your work, being willing to work long, hard hours, and wanting to fulfill a dream to own your own business, isn’t enough, unfortunately, to ensure a successful venture on your own. There are certain skills needed to start and run a business if it is to succeed.<http://www.ehow.com/way_5147718_skills-need-start-business.html>   **Reading Strategy** Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | The aim of marketing is to know and understand the customer so well the product or service fits him and sells itself. **-Peter Drucker**  Marketing is a contest for people’s attention. **-Seth Godin**  The pressure on young chefs today is far greater than ever before in terms of social skills, marketing skills, cooking skills, personality and, more importantly, delivering on the plate. So, you need to be strong. Physically fit. So, my chefs get weighed every time they come into the kitchen. **-Gordon Ramsay** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I enjoy the marketing aspect of business because … * I hope to own my own business and the marketing plan will help to … * The target market I would like to focus on is \_\_\_\_\_\_\_\_\_\_\_\_\_ because …   **Writing Strategy:**   * RAFT (Role/Audience/Format/Topic) writing strategy:   + Role – entrepreneur   + Audience – local chamber of commerce   + Format – letter   + Topic – market research   Write a letter requesting information for your market research on the number and types of food venues in the community. |
| **Communication**  **90 Second Speech Topics** | * Three things about marketing I have learned are … * The market plan is important to include in a business plan because … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Now that students are familiar with a market plan, introduce a business plan and allow students to study each component.  **Infographic:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.   * Marketing: Data Analysis vs. Creative Marketing Technology has transformed marketing into an accountable, data-driven department, capable of testing, measuring, and optimizing campaigns to perfection.<http://www.dailyinfographic.com/marketing-data-analysis-vs-creative-marketing> |
| **Family/Community Connection** | Invite a guest speaker from the Small Business Association if one is available locally to discuss the components of a business and marketing plan.  Other options for guest speakers:   * Bank loan officer (in charge of business loans) * Business owner * College or university business professor * City manager |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America**  <http://www.fcclainc.org>   * Entrepreneurship An individual or team event – recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and sound business practices. The business must relate to an area of Family and Consumer Sciences education or related occupations. * Hospitality, Tourism, and Recreation An individual or team event, recognizes participants who demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism, or event coordination.   **SkillsUSA**  <http://skillsusa.org/>   * Advertising Design Tests technical skills and creative aptitude just as though contestants worked for an ad agency. In addition to a written test, competitors will re-create a given advertisement on the computer. Competitors are judged on their accuracy, proficiency with industry standard software and ability to meet the given deadline. Contestants also compete in a creative portion of the competition. The creative portion involves the application of creative thinking and development of a design problem. Layout, drawing and illustration skills are used, as well as their ability to create vibrant, effective designs using the computer |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to this lesson. [www.ysa.org](http://www.ysa.org)   * Possible idea: Students may volunteer at the local chamber of commerce to assist entrepreneurs with writing a market plan or researching the local the market. |

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)