

Lesson Plan —Market Your Business

Course Title: Entrepreneurship

Session Title: Market Your Business

Performance Objective:

- Upon completion of this lesson, the student will explain the importance of the marketing strategy for a business.

Specific Objectives:

- Students will explain the importance of marketing a business.
- Students will discuss how to develop a marketing strategy for a business.
- Students will describe what information is included in a marketing plan.

Preparation

TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **124.12(c)(2)(A)**
explain the marketing concept
- **124.12(c)(2)(B)**
explain how each component of the marketing mix contributes to successful entrepreneurial ventures
- **124.12(c)(1)(B)**
describe the interdependence each business activity has with marketing
- **124.12(c)(2)(D)**
develop marketing strategies for a proposed marketing plan

Interdisciplinary Correlations:

English

110.42(b)(6)(A) – Vocabulary Development

...expand vocabulary through wide reading, listening, and discussing

110.42(b)(6)(B) – Vocabulary Development

... rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary

110.42(b)(7)(F) – Reading/comprehension

...identify main ideas and their supporting details

110.42(b)(7)(G) – Reading/comprehension

...summarize texts

110.42(b)(7)(J) – Reading/comprehension

...read silently with comprehension for a sustained period of time

Accommodations for Learning Differences:

It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the [Special Populations page](#) of this website.

Teacher Preparation:
References: <ol style="list-style-type: none"> 1. <u>Entrepreneurship Ideas in Action</u>, Fourth Edition, Cynthia L. Greene, Southwestern Cengage 2. <u>Making a Job: A Basic Guide to Entrepreneurship Readiness</u>, Marilyn Kourilsky, Kauffman Foundation for Entrepreneurial Leadership. 3. <u>USA Today</u> and local newspapers
Instructional Aids: <ol style="list-style-type: none"> 1. "Market Your Business" PowerPoint Presentation 2. Market Your Business Assignment Sheet 3. Welcome Hotel Assignment #1 4. Welcome Hotel Rubric 5. Name that Marketing Mix Assignment #2 6. Name that Marketing Mix Rubric 7. Personal Time Lines Assignment #3 8. Personal Time Lines Rubric 9. Internet
Materials Needed: <ol style="list-style-type: none"> 1. Construction paper 2. Scissors and glue 3. Poster board
Equipment Needed: <ol style="list-style-type: none"> 1. Computers for students to complete projects 2. Projector for PPT
Learner Preparation: <ol style="list-style-type: none"> 1. Explain how a short-term goal will occur in less than a year, mid-term goals can take up to five years to accomplish, and long-term goals are five and more years in the future. Then ask students to list three personal goals for each category. 2. Ask students to describe a situation when they were competing with their peers. What strategies did they use to overcome the competition? Businesses must seriously consider their competition and develop strategies to overcome the strengths of the competition. 3. Ask students to research a successful entrepreneur. Then have students list five marketing strategies that enabled the entrepreneur to overcome the competition.
Lesson Plan
Introduction (LSI Quadrant I): <ol style="list-style-type: none"> 1. Ask students to identify the target market for "Curves." Students can conduct research about "Curves" on the Internet. An aging baby-boomer population is ripe for companies like "Curves." 2. List Product, Pricing, Distribution, and Promotion on the board. Then ask

students to select a business and describe each of the four marketing concepts for the business.

3. Ask students to research “Google.” Then explain how “google” has become the generic term for a web search like Kleenex has become the generic term for tissues. Explain how “Google” makes profits from advertisers who buy advertisements on the results pages. Individuals are not charged each time they “google” a topic. Ask students to describe the advantage of becoming the generic name for a product.



Important Terms for this Lesson:

- Marketing - all of the processes—planning, pricing, promoting, distributing, and selling—used to determine and satisfy the needs of customers and the company.
- Marketing concept - uses the needs of customers as the primary focus during the planning, production, distribution, and promotion of a product or service.
- Marketing mix - a blending of the product, price, distribution, and promotion used to reach a target market.
- Marketing strategy - a plan that identifies how business goals will be achieved.
- Marketing plan - define your market, identify your customers, and competitors, outline a strategy for attracting and keeping customers, and identify and anticipate change.

Outline

Outline (LSI Quadrant II):










Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.

MI	Outline	Notes to Instructor
 	<p>I. What is Marketing?</p> <p>A. All of the processes—planning, pricing, promoting, distributing, and selling—used to determine and satisfy the needs of customers and the company</p> <p>B. Marketing Concept-uses the needs of customers as the primary focus during the planning, production, distribution, and promotion of a product or service</p> <ol style="list-style-type: none"> 1. Identify what will satisfy the customers’ needs and wants. 2. Develop and market products or services that customers consider better than other choices. 3. Operate profitably. <p>C. Marketing Mix-blending of the product, price, distribution, and promotion to reach a target market</p>	<p>List the four Ps of marketing on the board. Then ask students to select a business and describe each P for the business.</p> <p>Ask student to compare brands from two competing companies. Students should list the strengths and weaknesses for each brand. Then students should explain why they</p>

		think one brand is dominating the market.
	<p>II. The Marketing Strategy - a plan that identifies how goals will be achieved</p> <p>A. Startup Marketing Plan Strategy</p> <ol style="list-style-type: none"> 1. Product introduction or innovation 2. Pricing 3. Distribution 4. Promotion 5. Projected profitability <p>B. Types of Goals</p> <ol style="list-style-type: none"> 1. Short-term--achieve in the next year 2. Medium-term--achieve in the next two to five years 3. Long-term—achieve in 5, 10, and even 20 years from now 	<p>Ask students to research a major automobile manufacturer. Then have students list the start-up date for the company. Students should brainstorm the short-term, medium-term, and long-term goals of the company when it first started.</p>
	<p>III. Write Your Marketing Plan</p> <p>A. Define Your Market</p> <ol style="list-style-type: none"> 1. Identify your customers and competitors 2. Outline a strategy for attracting and keeping customers 3. Identify and anticipate change <p>B. Investors Want to Know</p> <ol style="list-style-type: none"> 1. Product or service your business will offer 2. Prospective customers 3. Constant demand for the product or service 4. Number of competitors offering same product or service 5. Can a demand for the product or service be created 6. Can the proposed business compete effectively in price, quality, and delivery of the product or service <p>C. Topics for the Business Plan</p> <ol style="list-style-type: none"> 1. Product or service 2. Target market 3. Competition 4. Marketing budget 5. Business location 6. Pricing strategy 7. Promotional strategy 8. Distribution strategy <p>D. Meeting Performance Standards</p>	<p>Use the guidelines provided by DECA for the “Entrepreneurship Participating Event.” (www.deca.org)</p> <p>Ask students to develop an outline for a business they will use in the participating plan. Students should outline specific information about the product, prospective customers, competitors, product demand, and making an effective impact in the market.</p>

	<ol style="list-style-type: none"> 1. Meeting sales forecasts 2. Promotional campaign reaching the target market 3. Doing everything to meet customers' needs 4. Easy for customer to locate the product and is the product competitively priced 	
--	--	--

Copy and paste Multiple Intelligences Graphic in appropriate place in left column.

								
Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra-personal	Inter-personal	Naturalist	Existentialist

Application

Guided Practice (LSI Quadrant III): Using the PowerPoint presentation, the teacher will explain the importance of the marketing plan and the content included in the marketing plan. Explain how the marketing concept focuses on the needs of customers. The right marketing mix ensures customers are aware of the products or services available to them at the right place and right price to meet their needs and wants.

Five-minute Drill: Ask students to list Product, Price, Distribution, Promotion, and Projected Profitability for different businesses in your local community. After each five-minute drill, conduct a class discussion to gain a better understanding of the business marketing strategy.

Name the Marketing Mix: Ask students to list the marketing mix for their favorite store. This activity will give students a better personal understanding of the marketing mix.

Independent Practice (LSI Quadrant III):

- **Welcome Hotel Assignment #1**
Identify the hotel needs and wants for a family of five (Dad, Mom, children ages 2, 6, and 12) on a limited budget who is taking a cross-country vacation. Write a paper describing the lodging needs and wants for the family of five and types of hotels/motels that will meet those needs and wants. This assignment will be evaluated using the assigned rubric.
- **Name that Marketing Mix Assignment # 2**
Ask students to design collages that represent the marketing mix for a local business. Students must prepare a collage that will allow the rest of the class to identify the business that matches the marketing mix on the collage. This assignment will be evaluated using the assigned rubric.
- **Personal Time Line Assignment #3**

Ask students to put their picture in the middle of a poster that is split into four equal squares. Students then will put pictures of their personal short-term and long-term goals in the four squares surrounding their picture. The first square should represent short-term goals, the second square should represent medium-term goals, the third square should represent long-term goals, and the fourth square should represent the ultimate retirement plan. This assignment will be evaluated using the assigned rubric.

Summary

Review (LSI Quadrants I and IV):

Q: What is a marketing mix?

A: The marketing mix is the blending of the four marketing elements (product, price, distribution, and promotion) to reach a target market.

Q: What is the relationship between short-term goals and medium-term goals?

A: Short-term goals should be consistent with and lead to fulfillment of medium-term goals.

Q: What topics should be included in the marketing plan?

A: Topics should include your product or service, target market, competition, marketing budget, business location, pricing strategy, and promotional strategy.

Brands that have Become Generic

Kleenex, Google, and Polo are brands that have become generic. Ask students to explain the marketing mix advantages and disadvantages of brand names that have become generic.

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students during Independent Practice.
2. Instructor will assist students as needed.

Formal Assessment (LSI Quadrant III, IV):

Use the assigned rubrics to evaluate the three Independent Practice Assignments (LSI Quadrant III)

Extension/Enrichment (LSI Quadrant IV):

1. Students will use their name for a product brand. Students must define the brand and the marketing mix for the brand. Students will also design a logo for their brand. The logo cannot infringe upon existing protected logos. Students must explain how their brand is superior and how it will be promoted to consumers.
2. Design an animated PowerPoint commercial for a popular brand. The commercial should not exceed 30 seconds. The commercial must use music, sound, and animation.

Entrepreneurship - Market Your Business Independent Practice Assignment Sheet

Welcome Hotel Assignment #1

Identify the hotel needs and wants for a family of five (Dad, Mom, children ages 2, 6, and 12) on a limited budget who is taking a cross-country vacation. Write a paper describing the lodging needs and wants for the family of five and types of hotels/motels that will meet those needs and wants. This assignment will be evaluated using the assigned rubric.

Name that Marketing Mix Assignment #2

Design a collage that represents the marketing mix for a local business. You will design a collage that will allow the rest of the class to identify the business that matches the marketing mix on the collage. This assignment will be evaluated using the assigned rubric.

Personal Time Line Assignment #3

Put your picture in the middle of a poster that is split into four equal squares. Then put pictures of your personal short-term and long-term goals in the four squares surrounding your picture. The first square should represent short-term goals, the second square should represent medium-term goals, the third square should represent long-term goals, and the fourth square should represent the ultimate retirement plan. This assignment will be evaluated using the assigned rubric.

Entrepreneurship - Market Your Business Research Report: Welcome Hotel Rubric

Assignment #1

Student Name: _____

CATEGORY	20	15	10	5 or less
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical , spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

Total Score _____
Maximum 100 Points

Entrepreneurship - Marketing Your Business Making A Collage: Name that Marketing Mix Rubric Assignment # 2

Student Name: _____

CATEGORY	20	15	10	5 or less
Quality of Construction	The collage shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. There are no stray marks, smudges or glue stains.	The collage shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present.	The collage shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present.	The collage was put together sloppily. Items appear to be just "slapped on." Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident.
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative.	The student did not make or customize any of the items on the collage.
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
Titles and Text	Titles and text were written clearly and were easy to read from a distance. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. There was little variation in the appearance of text.	Titles and/or text are hard to read, even when the reader is close.

Total Points _____
Maximum 100 Points

Entrepreneurship - Market Your Business

Making A Collage: Personal Time Line Rubric

Assignment #3

Student Name: _____

CATEGORY	20	15	10	5 or less
Quality of Construction	The collage shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. There are no stray marks, smudges or glue stains.	The collage shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present.	The collage shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present.	The collage was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident.
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative.	The student did not make or customize any of the items on the collage.
Design	Graphics are trimmed to an appropriate size and interesting shape and are arranged well, some in front and some behind. Care has been taken to balance the pictures across the canvas.	Graphics are trimmed to an appropriate size and interesting shape and are arranged with some items in front and others behind. The canvas, however does not appear balanced.	Graphics have been trimmed to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement.	Graphics are untrimmed OR of inappropriate size and/or shape. It appears little attention was given to designing the collage.
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional work.

Total Score _____
Maximum 100 Points