|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Principles of Business, Marketing and Finance |
| **Lesson/Unit Title** | Advertising, Special Events and Promotion |
| **TEKS Student Expectations** | **130.132 (c) Knowledge and Skills**  (13) The student understands the importance of an effective marketing mix. The student is expected to:  (A) explain the concept of marketing strategies;  (B) define each component of the marketing mix;  (C) identify examples of an effective marketing mix;  (D) create an effective marketing mix for a product or service; |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | After completing this lesson, the student will be able to understand how to use special event promotions to increase sales.   * Increase sales by using special events * Plan special events * Prepare stores for special events |
| **Rationale** | Planning and implementing special events is one form of marketing. In this lesson students will investigate how the role of promotion and special events may lead to an increase in sales and help companies maintain the image they would like to portray to their customers. |
| **Duration of Lesson** | If taught the way the lesson is written, this should take approximately 3 days. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Promotion -** Any form of communication a business uses to inform, persuade, or remind peopleabout its products, or to enhance its image.  **Promotional mix -** Any combination of the four components of promotion: sales promotion, publicrelations and publicity, advertising or personal selling.  **Product promotion -** Businesses use this type of promotion to convince people to buy theirproducts over a competitor.  **Direct Marketing -** A type of advertising directed to a targeted group of prospects and customersrather than to a mass audience.  **Sales Promotion -** Represents all marketing activities used to stimulate purchasing and sales. **Public relations -** Activities or campaigns by an organization to try and create a favorable imagefor their company and its products.  **News release -** An announcement that is sent to the appropriate media outlets. **Publicity -** Involves bringing news or newsworthy information about an organization to thepublic’s attention.  **Coupons -** Certificates that entitle consumers to cash discounts on goods or services.  **Premiums -** Low cost items given to consumers at a discount or for free. |
| **Materials/Specialized Equipment Needed** | 1. Printer Paper 2. Assignment handouts 3. Computers for teacher/students with Presentation and Internet access 4. Projector/Presentation 5. Textbooks and Websites the instructors finds appropriate |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Explain to students that in this lesson they will be learning how the role of promotion and special events increase sales and help companies maintain the image they would like to portray to their customers.  **Introduction (Day 1)**  **ASK:** Students to think about what types of products tend to have re-occurring special events or promotions tied to them. Discuss these products with class.  **ASK:** Students to think of examples when a company did not promote a product or service enough, or promoted the product or service with the wrong message. Discuss examples with class. |
| **Direct Instruction \*** | **SAY:** There are many types of promotions and special events. These events are created to reach as many customers (both existing and potential) as possible, in as many ways as possible.  **SHOW:** (Using a projector) show students an image of a product that was promoted successfully and then an image of a product that was not promoted successfully. Discuss what each company did or could have done to help the success of the product.  SAY: Companies rely on promotions to inform people about their products and services.  Companies use special events and promotional techniques to enhance their public image and reputation and persuade people that their products are of value. Promotional goals must be set beforehand to ensure success. These goals must be specific and measurable. |
| **Guided Practice \*** | Follow with details of the presentation including promotional mix. (Make sure to look at notes at the bottom of the presentation.) |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Have students break into groups and research/think of a successful promotion or special event that was widely publicized. Have them write down the details of what made this promotion successful. Then have them contrast it with a promotion/event that got bad publicity. What could have been done differently? What kind of message was given? How was the media involved? Write down details and submit.  **Informal Assessment:**   * Instructor will be observant with students during group project. * Instructor will move about the classroom setting, providing feedback * Instructor will make sure that students are participating within their groups. |
| **Lesson Closure** | What are the key elements to the promotional mix?  How important is good publicity?  How are public relations key to the success of a company? |
| **Summative / End of Lesson Assessment \*** | In groups of 5, have students create a special event for their high school. Assign each member of the group to one of the five types of promotion. (personal selling, advertising, direct marketing, sales promotion, and public relations. Using notes, have each group give an oral presentation of their promotional strategies and details for the event. |
| **References/Resources/**  **Teacher Preparation** | **Textbooks**:  **Advertising & Integrated Brand Promotion -**  O’Guinn-Allen-Semenik. Thompson South-Western. AAP.  **Advertising**- Business 2000 Townsley South-Western.  **Marketing Essentials**, Glencoe–McGraw Hill  Teacher will review the terms in the outline, Presentation and handouts to become familiar with lesson. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English:**  **110.33(b)(1)(A) – Reading/Vocabulary Development**  …determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek or other linguistic roots and affixes.  **110.33(b)(1)(B) – Reading/Vocabulary Development**  ….analyze textual context (within a sentence and in larger sections of text) to draw  conclusions about the nuance in word meanings.  **110.33(b)(1)(C) – Reading/Vocabulary Development**  …infer word meaning through the identification and analysis of analogies and other word relationships.  **110.33(b)(9)(C) – Reading/Comprehension of Informational Text/Expository Text** …make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.  **110.33(b)(11)(B) – Reading/Comprehension of Informational Text/Procedural Text**  …translate (from text to graphic or from graphic to text) complex, factual, quantitative or technical information presented in maps, charts, illustrations, graphs, timelines, tables and diagrams.  **110.33(b)(12)(A) – Reading/Media Literacy**  …evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.  **110.33(b)(12)(B) – Reading/Media Literacy**  …evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media.  **110.33(b)(12)(C) – Reading/Media Literacy**  …evaluate the objectivity of coverage of the same event in various types of media.  **110.33(b)(12)(D) – Reading/Media Literacy**  …evaluate changes in formality and tone across various media for different audiences and purposes. |
| **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) | Ask students how they think companies evaluate the success of a special event or promotion. Discuss with class |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **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)