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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** | Competing for Market Segments |
| **TEKS Student Expectations** | **130.387. (c) Knowledge and Skills**  (5) The student knows the concepts and strategies used to determine target markets and market identification. The student is expected to:  (A) explain the importance of target markets;  (B) compare and contrast advantages and disadvantages of market segmentation and mass marketing;  (C) distinguish among geographic, demographic, psychographic, and behavioral segmentation; and  (D) explain the nature of marketing planning. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will be able to:   * Explain direct vs. indirect competition. * Explain price vs. nonprice competition. * Describe the benefits of competition to consumers. |
| **Rationale** | Marketing students should be able to explain strategies to compete for different market segments. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Direct Competition-competition in a market with businesses that offer the same type of product or service * Indirect Competition-occurs when a business competes with other companies offering products that are not in the same product category but that satisfy similar customer needs * Price Competition-rivalry among businesses based on price and value * Non-price Competition-competition by emphasizing factors of the marketing mix other than price |
| **Materials/Specialized Equipment Needed** | Instructional Aids:   * Independent Practice Assignment #1 -Financial Struggles for State Fairs and Amusement Parks * Financial Struggles for State Fairs and Amusement Parks Rubric * Independent Practice Assignment #2 -Marketing to the Generations Part Three * Marketing to the Generations Rubric * Internet   Materials Needed:   * Construction paper * Scissors and glue * Poster board * Newspapers * Equipment Needed: * Computers for students to complete projects * Projector |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Students will list a favorite restaurant and the competitors for the restaurant. Then students will evaluate how their restaurant compares to the competition when considering quality of food, service, and cleanliness of restaurant, prices, menu, and convenience. * Students will list their top alternative entertainment choices. They will list the pros/cons for each choice. Then students will list how each entertainment venue will successfully compete for their teenager market segment. * Ask students what entertainment venues can do to get their business. Students must take into consideration that organizations have budgets to follow. * Ask students to write down factors they consider when making purchases of popular items such as lunch, vending machine food, and clothing. The responses to this question will be a good icebreaker for the lesson. |
| **Direct Instruction \*** | I. Types of Competition for Positioning Decisions  A. Direct competition-competition in a market with businesses that offer the same type of product or service (McDonalds vs. Burger King)  B. Indirect competition-business competes with other companies offering products that are not in the same product category but that satisfy similar customer needs (movie theaters vs. video rental stores)  C. Price competition-rivalry among businesses based on price and value (Southwest Airlines $79 ticket)  D. Non-price competition-businesses emphasize factors of their marketing mix other than price  1. product quality  2. brand name expensive  3. location  4. special customer service  II. Benefits of Competition  A. Consumer receives the best price  B. Wide variety of products  C. Encourages improvements in products with the addition of unique features and benefits  D. New product ideas  *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 \*** | * Instructors are encouraged to make a PowerPoint presentation to aid the presentation.      * List the following categories on the board: gas stations, hotels, full-service restaurants, fast-food restaurants, airlines, clothing stores, and universities. Students must list five competitors for each classification. Then the class discusses what each competing business must offer. * Brand Bingo: Prepare a Bingo card that asks students to list favorite brands for each square. Categories may include soda, potato chips, fast food restaurants, brand of automobile, gas stations, hotels, airlines, clothing store, full-service restaurant, college, etc. Students fill out their cards and then walk around the room to get signatures of students who have the same answer. Students can only get another student’s signature once. The first student who gets BINGO wins the game. * Pictionary: Split the class into two teams. Each team will select a person to go to the board to draw a picture representing the popular brand that the teacher has shown drawers from both teams. The team that stands first and gets the correct answer, earns the point. Then new drawers go to the board for rounds 2, 3, etc.   *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 \*** | * Independent Practice Assignment #1 - students will write a paragraph to explain why State Fairs and Amusement Parks such as Six Flags are struggling for Copyright © Texas Education Agency 2011. All rights reserved. 7 business. The paper should list major national amusement parks such as Disney and Universal Studios. The paper should also explain that amusement parks are no longer a novelty with many young people having initial experiences at very young ages. Then students should list suggestions to help the parks market their product more effectively to a been there/done that generation. Use Financial Struggles for State Fairs and Amusement Parks Rubric as an evaluation tool for this project. * Independent Practice Assignment #2 - students will complete Part Three of the “Marketing to Generations” project. Use the Marketing to Generations Rubric to evaluate the project.   *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** | Q: How is a supermarket indirect competition for a fast food restaurant?  A: The supermarket offers “meals to go” from the deli that compete with the fast food meals.  Q: What type of competition are weekly newspaper advertisements for supermarkets?  A: price competition  Q: List three advantages of competition for consumers.  A: more selection, better prices, new products, product improvements  Q: List three ways that competition affects businesses.  A: search for new product ideas, improve product quality and customer service, identify additional market segments |
| **Summative/End of Lesson Assessment \*** | **Informal Assessments**   * Instructor will observe students during Independent Practice assignments, class discussion, and PowerPoint discussions. * Instructor will assist individual students as needed.   **Formal Assessment**   * Use Marketing to the Generations Rubric to evaluate the third part of the “Marketing to the Generations” project. The amusement park marketing project will be evaluated using the Financial Struggles for State Fairs and Amusement Park Assignment Rubric for completeness and meeting the teacher’s assigned guidelines.   *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** | * *Marketing Yours*elf, Cengage South-Western Publishing Learning * *Marketing*, Third Edition, James L. Burrow, Southwestern Cengage Learning * *Marketing Essential*, McGraw Hill * *USA Today* and local newspaper |
| **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) |  |
| **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)