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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** | Fashion Marketing |
| **Lesson/Unit Title** | Marketing: Fashion Marketing |
| **TEKS Student Expectations** | **130.383. (c) Knowledge and Skills**(2) The student knows the importance and functions of marketing. The student is expected to:(A) describe each marketing function and how it relates to the fashion industry;(8) The student knows merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities. The student is expected to:(A) use assortment-mix strategies to create maximum mix of products at minimum cost |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:* Know merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities
* Use assortment–mix strategies to create maximum mix of products at minimum cost
* Explain how each component of the marketing mix contributes to the success of marketing
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| **Rationale** | Upon completion of this lesson, the student will understand merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities. |
| **Duration of Lesson** | When taught as written, this lesson should take approximately 3 days to teach. |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Fashion** **Merchandising**- the planning, buying, and selling of fashion apparel and accessories to offer the right merchandise blend to meet consumer demands
* **Marketing**-the process of developing, promoting, and distributing products to satisfy customers’ needs and wants
* **Fashion** **Merchandise**-goods that are popular at a particular time
* **Marketing** **Mix**-four basic marketing strategies known as the four P’s of marketing-product, place, price, and promotion
* **Marketing** **plan**-a written document that provides directions for the marketing activities of a company for a specific period of time
* **Sales** **Promotion**-promotional activities such as special contest, window displays, or coupons, to increase customer traffic and purchases in a store
* **Public** **Relations**-activities that promote the image and communications a company has with employees, customers, and the public
* **Publicity**-an unpaid mention of a business, its employees, or its merchandise in the media
* **Advertising**-a paid message that a business sends about its fashion products or ideas
* **Fashion** **Product** **Mix**-the total selection of goods and services that a company makes or sells
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| **Materials/Specialized Equipment Needed** | * Fashion and the Marketing Mix Vocabulary
* Sales Promotion Group Slideshow - Appearance Rubric
* Sales Promotion Group Slideshow - Content Rubric
* Sales Promotion Group Slideshow
* Fashion and the Marketing Mix PowerPoint Presentation
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Open the lesson by asking students to think of the last time they were at the mall. Was there a window display that caught their eye? Why? Was it the merchandise, the colors, lights, etc.? Lead class discussion about answers.**ASK:** Ask the students to think of the last time they were at the mall. Was there a window display that caughttheir eye? Why? Was it the merchandise, the colors, lights, etc.?**SAY:** The combination of a good marketing mix and merchandising plan results in higher profits. There arethree strategies that fashion marketers use to increase their business.**SHOW:** Show students’ slideshow display. Discuss the marketing strategies with class. |
| **Direct Instruction \*** | * Teacher will review the terms in the outline, slideshow, and handouts to become familiar with lesson.
* Teacher will have assignments and vocabulary words ready to distribute to students.
* Teacher will have websites and pictures ready on projector for visual learning and comparison.
1. Fashion and The Marketing Mix
	* 1. Marketing Strategies
			1. Increase the number of customers
			2. Increase the average transaction
			3. Increase the frequency of repurchase
		2. Fashion Merchandising
			+ 1. Planning
				2. Buying
				3. Selling

II. The Marketing MixProduct-refers to what a company is offering for sale to customers to satisfy* + 1. their needs and wants.
		2. Place-refers to the way products are distributed and their systems of delivery.
			1. Price- the amount of money consumers will pay for a product.
			2. Promotion-any form of communications that a business or organization uses to inform, persuade or reminds people to buy its product.
1. Sales Promotion
	1. Merchandised window displays
	2. Coupons
	3. Contests
	4. Public Relations
	5. Publicity
	6. Advertising
	7. Personal Selling

(**Day 1**) Use slideshow and websites as aids.After introduction, have students come up with different activities for each of the three marketing strategies. These activities should help retailers to promote their store. Discuss answers with class.Have students fill out terms and go over in detail.(**Day 2**)Use slideshow and websites as aids.Divide students into groups. Ask each group to develop a sales promotion idea for a product targeting pre-teens. Have each group present their ideas to the class by creating a slideshow Presentation.(**Day 3**) Sales Promotion Group Project on slideshow.*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 \*** | Introduction and marketing strategies lesson.*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 \*** | After introduction, have students come up with different activities for each of the three marketing strategies.These activities should help retailers to promote their store. Discuss answers with 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** | *Ask students to answer the following questions aloud:** What are the three marketing strategies?
* What is the marketing mix?
* What are the four P’s of marketing?
* What are the key elements to a successful sales promotion?
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| **Summative/End of Lesson Assessment \***  | **Informal Assessment**Teacher will observe students during assignment. Teacher will move about the classroom, providing feedback and making sure that students are on task.**Formal Assessment**Students will be evaluated on Sales Promotion Group Project using rubric.*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** | * Ekstrom, G., Justiss, M., & Glencoe/McGraw-Hill. (2006). *Fashion marketing*. New York: Glencoe/McGraw Hill
* Fashion school and educational websites
* Professional marketing association websites
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| **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** | * Sales Promotion Group Slideshow Handout
* Sales Promotion Group Slideshow Content Rubric
* Sales Promotion Group Slideshow Appearance Rubric
* Fashion and the Marketing Mix Vocabulary
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| **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 which they think is easier: developing products or offering them for sale in a store. Lead class discussion. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | * DECA
* FCCLA
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| **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)