|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Marketing |
| **Course Name** | Advertising |
| **Lesson/Unit Title** | Promotion Involves Communication |
| **TEKS Student Expectations** | **130.382. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (A) The student is expected to communicate effectively with others using speaking, listening, and writing skills.  (B) The student is expected to demonstrate collaboration skills through teamwork.  (C) The student is expected to demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace.  (4) The student knows the nature and scope of advertising marketing.  (A) The student is expected to demonstrate knowledge of the history of advertising as an industry and how it relates to today’s marketplace.  (B) The student is expected to discuss major environmental influences that impact advertising.  (C) The student is expected to research the advantages and disadvantages of the types of advertising.  (9) The student develops and delivers presentations using appropriate media to engage and inform audiences.  (C) The student is expected to analyze a promotional plan for effectiveness. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   * Identify the function of promotion as part of the marketing mix. * Explain the three roles of promotion in marketing. * Describe the communication process and identify its eight elements. * Define the two types of communication that are important to marketers. * Explain how communication is an essential element of promotion. |
| **Rationale** | Students will learn about promotion as a part of the marketing mix and the communication process. Students will discuss means of communication, illustrate the communication process, and research how a popular brand has changed over time. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Promotion- Any form of communication that a company uses to inform, persuade, or remind consumers about its products or services * Marketing Mix- Sometimes known as the 4 P’s – product, place, price and promotion * Communication Process- Transfer of a message from a sender to a receiver * Sender- Source of the message being sent (the who in the communication process) * Message- What is being communicated * Encoding- When the sender converts an idea into a message that the receiver can understand * Message Channel- The vehicle by which the message travels or medium * Receiver- The person or persons to whom the message is directed or any person who understands the message that is sent * Decoding- The process by which the receiver interprets the transmitted language and symbols to comprehend the message * Noise- Any distracting information in the transmission, the message channel, or the receiver’s environment that may inhibit or distract from the message * Feedback- Receiver’s response to the message * Interpersonal Communication- Any person-to-person exchange * Mass Communication- Attempts to reach a wide audience, sometimes millions of people, through mass media such as radio, television, magazines, and newspapers |
| **Materials/Specialized Equipment Needed** | * Learner Preparation Worksheet * Independent Practice Assignment #1 - Individual Assignment * Independent Practice Assignment #2 – Evolution of the Promotion of a Product – Team Assignment * Evolution of the Promotion of a Product Rubric * Promotion Extension Assignment #1 – Team Project * Promotion Extension Assignment #1 –Team Project Rubric * Promotion Extension Assignment #2 * Internet * Scissors and glue * Poster board * Computers for students to complete projects * Projector for PowerPoint presentation |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Learner Preparation:  At the beginning of this lesson have the students complete the Learner Preparation Worksheet to understand how communication is used in promoting products. Students describe how a product they purchase regularly is promoted.  Introduction:  Ask students to give examples of promotions on the radio and television. Then ask students to tell the central theme for the promotion.  Ask students to list three people who they think are effective communicators. Then have a class discussion to develop a clear definition of effective communication.  Ask students to describe how the latest technology has enhanced and hindered communication. |
| **Direct Instruction \*** | 1. Identify the Function of Promotion as Part of the Marketing Mix.   Ask students for their definition of promotion. Discuss the students’ responses. Tell students that promotion is just one part of marketing.   1. Explain how the strength of a marketing mix depends on two things: 2. Defining the target market 3. How clear the marketing decisions are directed to the target market 4. Promotion Strategies determine how potential customers will learn about new products, what the message will be, how it will be delivered, when it will be delivered and incentives for making the customer want to buy the product. 5. Explaining the Roles of Promotion in Marketing. 6. Inform 7. Persuade 8. Remind   Show students pictures of advertisements from magazines and ask them to explain the promotional messages being sent to prospective customers.  II. Describe Promotion and the Communication Process.  A. Sender  B. Encoding by the sender  C. Message channel  D. Decoding by the receiver  E. Receiver  Discuss the parts of the communication process—sender, message, encoding, message channel, receiver, decoding, noise, and feedback.  Break the class into groups of two and ask each group to give an example of a successful communication and an example of an unsuccessful communication. Each team must explain which components of the communication process resulted in the success or failure of the communication.  F. Noise  G. Feedback  Hold up a sign in class that says “100 for Good Class Participation Today!” Ask students to explain the message channel being used. Will this form of communication be successful? Why or why not?  III. Explain Different Types of Communication.  A. Interpersonal communication  1. Two-way communication  2. Involves two or more people in some kind of person-to-person exchange  Ask students why they think good interpersonal communication skills are essential for marketers. Explain how interpersonal communication involves two-way communication and the importance of good listening skills as well as good speaking skills to obtain feedback and properly decode the message being sent from the other party.  Ask students what kind of feedback they give to a persistent sales associate.  B. Mass communication  1. One-way communication  2. Involves communicating to huge audiences usually through mass media, such as magazines, radio, television, or newspapers  Show students a promotion from a local business that informs consumers about a product or service. Ask students to revise the promotion to make it more persuasive.  *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 \*** | The teacher will give students examples of howbody language communicates different forms of feedback. Some examples may include eye contact, yawning, heavy sigh, fidgeting, and different facial expressions. Explain how interpersonal communication involves two-way communication, so it is important to have good listening and speaking skills in order to obtain feedback and decode the message (verbal or nonverbal) being sent from the other party.  *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 \*** | Using Independent Practice Assignment #1, students will select a current popular advertisement. They will draw or use technology to create a picture or other visual representation of the communication process being used to promote the product, service, or business.  Using Independent Practice Assignment #2, students will work together in teams to select a popular brand that has existed for a long period of time and conduct research using the Internet or library to learn how the major brand has changed its promotions over time. Students must create a PowerPoint presentation to describe the changes and explain why the promotional changes were made and if they think the changes have been effective.  *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** | 1. What is promotion? 2. Promotion is how a company communicates with a potential consumer. 3. What are the elements of the communication process? 4. Sender, Message, Message Channel, Receiver 5. What is the advantage of mass communication? 6. Mass communication can reach a large audience. 7. What role does noise play in the communication process? 8. Noise is interference in the message transmission that may inhibit or distract from the message.   NAME THAT MESSAGE:  Show students recent television commercials and pause after each commercial. Students must explain the promotional message being relayed. Students must list the sender of the message, receiver of the message, and describe the message being relayed for each commercial. |
| **Summative/End of Lesson Assessment \*** | * Independent Practice Activity #1 will be evaluated by the teacher for successful completion of all directions using the points assigned to the 7 categories on the assignment sheet. * The PowerPoint presentation created by students in the Independent Practice Activity #2 will be evaluated by the teacher using Evolution of the Promotion of a Product Rubric. * The television commercial in Extension Assignment #1 will be evaluated using the Promotion Extension Assignment #1 Team Project Rubric. * Extension Assignment #2 will be evaluated by the teacher for successful completion of directions.   *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, Third Edition, James L. Burrow, Southwestern Cengage Learning  Marketing Essentials, 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) | Using Promotion Extension Assignment #1, students will choose a product or service to advertise, write the message to be communicated, and tape a television commercial for promotion.  Using Promotion Extension Assignment #2, students will search for advertisements in magazines and describe the promotional message for each advertisement (love, beauty, savings, etc.). They will use these advertisements to collages on poster boards. |
| **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)