

# Year 11 Promoting a Brand Btec

**LITERACY/NUMERACY:** Literacy being constantly developed through key terminology such as branding, promotional mix etc



**PROJECT OVERVIEW** Introduction to promotion and how a business must create a brand and image in order to appeal to its customers.

## FINAL PRODUCT / ASSESSMENT

Controlled Assessment—completion of assignment briefs

## DIRT / FEEDBACK:

On-going through class-work and formative assessments.

Verbal feedback

Think pink go green guidance

## RELEVANT READING

- [www.businesslink.org](http://www.businesslink.org)
- [www.mcdonalds.co.uk](http://www.mcdonalds.co.uk)
- [www.superbrands.uk.com](http://www.superbrands.uk.com)
- [www.marksandspencer.com](http://www.marksandspencer.com)

## PLC: SUCCESS CRITERIA (Personal Learning)

1	I am able to define the term branding
	I am able to understand and explain how different brands are perceived by customers
	I am able to suggest ways that strong branding can help to increase sales and profits
2	I can identify branding techniques
	I can explain how techniques add value
	I can suggest other techniques that also could add value
3	I can explain the elements of the marketing mix
	I can apply the marketing mix to McDonalds and explain why the elements must link
4	I am able to identify different markets
	I am able to suggest promotional activities for different businesses
	I can explain how elements of a campaign work together e.g. customers and brand personality
5	I am able to describe the personality of a brand
	I am able to calculate a budget and a cash flow forecast and suggest ways to make improvements
6	I can identify a customer/target group and a product
	I am able to justify their choice of techniques, linking this to how it will attract customers

## SMSC & BRITISH VALUES

Branding products—social and Cultural

## PAC VALUES

Successfully promoting and branding—**Success**  
Knowing how treat customers—**work ethic**

## CROSS CURRICULAR LINKS

- Links to ICT—corporate image

WK	CONTENT	OBJECTIVE
1	<p><b>The importance of branding to businesses</b></p> <p><b>Tutor /Teacher input</b> into what a brand is, e.g. a strategy, perception of a customer, a logo, a legal instrument, a company, a personality, a vision, an identity, an image. Also why businesses use branding</p> <p><b>Class discussion:</b> Discuss what a brand is and give examples.</p> <p><b>Individual activity:</b> Learners to complete exercises where they look at existing brands and identify what makes them successful using <a href="http://www.superbrands.uk.com">www.superbrands.uk.com</a> – useful website containing information about British brands</p>	<p>GREAT– to be able to define the term branding</p> <p>GREATER– to understand and explain how different brands are perceived by customers</p> <p>GREATEST– to be able to suggest ways that strong branding can help to increase sales and profits</p>
2	<p><b>The importance of branding to businesses</b></p> <p><b>Guest speaker:</b> short talk about the type of branding techniques used by McDonalds and how it adds value.</p> <p><b>Group activity:</b> learners to interview guest speaker on the types of branding and how it adds value.</p> <p><b>Individual activity:</b> learners to make notes on their interview findings and prepare research notes for controlled assessment.</p>	<p>GREAT– identify branding techniques</p> <p>GREATER–Be able to explain how techniques add value</p> <p>GREATEST– Be able to suggest other techniques that also could add value</p>
3	<p><b>Promotion in businesses</b></p> <p>Pupils look at why businesses need to promote themselves, what activities used in the marketing mix – 4 Ps (Product, Price, Place, Promotion) and the benefits of promotion to businesses</p> <p><b>Teacher/tutor input:</b> introduce the marketing mix with examples of the 4 Ps; lead a discussion of how the 4 Ps vary for different brands, selecting appropriate businesses and assigning them to learners.</p> <p><b>Activity:</b> Learners to research marketing mix of given businesses and feed back their findings on their chosen business to the class.</p>	<p>GREAT– Pupils can explain the elements of the marketing mix</p> <p>GREATER– Pupils apply the marketing mix to McDonalds and M&amp;S</p> <p>GREATEST- Pupils can explain why all 4 elements must link together and what can happen if they don't</p>

WK	CONTENT	OBJECTIVE
4	<p><b>Promotional activities in business:</b></p> <p>How businesses identify which customers their promotions will target, including:</p> <p>Types of market, e.g. Business to Business (B2B), Business to Consumer (B2C)</p> <p>Different ways of segmenting the market, e.g. by age, family status, gender, income, attitudes, lifestyle</p> <p><b>Teacher/tutor input:</b> review types of market with learners, giving examples of different companies operating in each type of market.</p> <p><b>Activity:</b> Learners to suggest promotional activities for specific businesses.</p>	<p>GREAT– Pupils will be able to identify different markets</p> <p>GREATER-pupils will be able to suggest promotional activities for different businesses</p> <p>GREATEST— pupils can link customers with each different markets and justify suitable methods of promotion</p>
5	<p><b>Branding Methods and Techniques</b></p> <p><b>Teacher/tutor input:</b> prepare examples of different promotional campaigns and discuss with learners how they have been adjusted to take into account different considerations. Prepare examples of different brands with unique personalities.</p> <p><b>Teacher/tutor input:</b> lead class discussion on the links between different brand personality and the characteristics of different target markets.</p> <p><b>Individual activity:</b> Learners to complete activity on brand personality.</p> <p><b>Group activity:</b> Learners to complete activity on planning for promotion.</p> <p><b>Group discussion:</b> learners to discuss target markets and different considerations when promoting a product, and to take notes.</p>	<p>GREAT - Be able to describe the personality of a brand</p> <p>GREATER-to explain how elements of a campaign work together e.g. customers and brand personality</p> <p>GREATEST-to be able to adjust an existing campaign to change its appeal</p>
6	<p><b>Promotional &amp; Branding activities in business:</b></p> <p><b>Teacher/tutor input:</b> organise learners into groups, brief them on preparing an outline of the promotional mix for an assigned brand, and provide information on different brands to support their task.</p> <p><b>Group activity:</b> learners to prepare a promotional mix for a targeted brand.</p> <p><b>Group activity:</b> learners to feed back their ideas to the class and explain the justification for their choices.</p> <p><b>Group activity:</b> groups to be questioned by the rest of the class at the end of their presentation, and learners to take notes based on this discussion.</p>	<p>GREAT - Be able to identify a customer/target group and a product</p> <p>GREATER-to be create a brand image using at least 2 techniques</p> <p>GREATEST-to be able to justify their choice of techniques, linking this to how it will attract customers</p>