



## CTAE FOUNDATION SKILLS

**PATHWAY:** All Pathways  
**COURSE:** All CTAE Courses  
**UNIT 11.7:** Brands and Business Goals



## INTRODUCTION

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**Annotation:**

In this unit, students will discover the importance of brand logos and positive brand identification. Students will learn to distinguish products from services. Also, students will learn how to correctly choose appropriate business goals and objectives.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:** Approximately 3 – 90 minute class periods or 6 – 50 minute class periods.

**Author:** Meghan Cline and Dr. Frank Flanders, based on Entrepreneurship lesson plan from the National FFA Organization

**Additional Author(s):** Stacey Orr

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

### GPS Academic Standards:

**ELA11LSV1** The student participates in student-to-teacher, student-to-student, and group verbal interactions.

**SSEF3** The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.

### National / Local Standards / Industry / ISTE:

NL-ENG.K-12.6 Applying Knowledge



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Students will understand the importance of logos in a modern age of entrepreneurship.
- Students will understand the importance of establish an effective and successful brand.
- Students will understand the importance of business goals and how to write them.

### Essential Questions:

- Why is it important for a business to have a professional logo?
- Why is it important for a brand to differentiate itself from competitors?
- Why is it important to have a business purpose and function?

### Knowledge from this Unit:

- Students will learn the importance of building a distinguished brand.
- Students will learn how to differentiate a product from a service.
- Students will be able to identify business goals that have the best chance of being successful.

### Skills from this Unit:

- Students will interview a local businessperson and prepare a presentation or essay.



## ASSESSMENT(S)

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### Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

### Assessment(s) Title:

Products and Services Quiz with KEY

Brands and Businesses Quiz with KEY

### Assessment(s) Description/Directions:

Students will complete a quiz on differentiating between products and services.

Students will complete a comprehensive quiz on the unit.

### Attachments for Assessment(s):

Products and Services Quiz with KEY

Brands and Businesses Quiz with KEY



## LEARNING EXPERIENCES

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### Sequence of Instruction

#### 1. Interest Approach

Begin class with a discussion on brand logos.

*“We all see logos everyday. They are everywhere. A **logo** is some sort of graphic, such as a symbol or an icon. A **logotype** is the text that goes with a logo. Together, they form a **brand**, or a trademark. However, a logo does not have to have text, also referred to as a slogan. For example, when you see an orange swoosh, what do you think? Solicit the answer “Nike”. How about when you see a multi-color peacock? Solicit the answer “NBC”. What do you think when you see two golden-colored arches? Solicit the answer “McDonald’s”. Everyday, we see so many logos that sometimes we do not even notice that we are looking at them. Any business can have a logo, but it is not required. Can you think of any local businesses that have logos? Solicit answers.”*

Now that students are thinking about logos, tell them to take out a sheet of paper and draw as many national brand logos as they can in three minutes. Distribute colored pencils if available.

*“Now, we are going to switch gears from thinking about logos to drawing them. Everyone take out a sheet of paper and draw as many logos as you can in three minutes. Your artwork does not have to be perfect; a simple sketch will do. Are there any questions? Three minutes starts now!”*

After three minutes are up, ask for volunteers to share some of their examples. Ask students why they drew the logos they did. Now, begin a short discussion on why businesses have logos. Begin with the question: *Why do businesses feel it is important to have a logo?*

Solicit answers such as:

- Logos provide brand awareness and familiarity.
- Logos are excellent advertisements.
- Logos may make your business look larger and more prosperous than it might actually be.
- Logos differentiate your business from its competitors.

After students have a good feel of why logos are important, start the Brands and Business Logos PowerPoint. There are 15 different logos. After you show the logo, have students guess which business it belongs to. After they guess the company, click to reveal the answer on the next slide. Repeat this until all 15 logos have been viewed and their companies have been determined.

*“Did it take you very long to determine which company belonged to each logo? Most of them came very quickly, didn’t they? This is what businesses want. It is the goal of the businesses to for their logo to not only evoke the name of the businesses, but the logo should also remind the consumer of the product or service that the business offers.”*

Begin a short instruction on the importance of logos.

*“More businesses are creating logos now more than ever. Before big businesses started popping up and buying all of the smaller businesses, logos were more of a luxury. Now that we live in a time where image is everything, more businesses are creating their own logos to identify their company. Also, people want their information when they want it, and that means fast! Most people will not read a lengthy advertisement. They are much more likely to remember the logo image.”*

*“Having a logo is an excellent start to building your business. However, the process of designing a logo needs to be carefully thought out. You can choose from any shapes, colors, and fonts. Be sure that your logo is simple and professional. If your logo looks sloppy and unprofessional, consumers will remember and will not think favorably of the brand. Does anyone know how you would start the process of making a logo? Solicit answers.*

*Supplement student responses with the following suggestions.*

- *First, be sure to do your research. Look up other companies’ logos to get a feel of what you do and do not want to portray with your logo.*
- *Sketch out some designs and take them to a professional print shop or graphic designer. Be sure to tell the designer what you want to be included, and give him/her creative freedom to modify the logo(s).*

*Now that we have seen multiple business logos, it is time to put your creative skills to work. Everyone take out a sheet of paper and design your own logo. Use colored pencils or markers to customize your design. You may add text to your logo. Go!”*

## **2. Brand Identification**

*“Now, we will delve deeper into brands. Instead of identifying brands, we will switch gears to determine how and why brands are established and made successful. “*

Begin a short discussion on the importance of a successful brand.

*“To be successful at branding your business, you must recognize and cater to what consumers want. How does an entrepreneur go about this? Solicit answers such as: researching consumer demographics, determining your target audience, etc.”*

Instruct students to take out a pen or pencil and a sheet of notebook paper to write down the following:

- **Business name and brand:**
  - The business name is an important part of **branding** and marketing
  - The **brand** is the characteristic of a business that separate it from its competitors
  - A business **brand** includes its logo, which reminds people of the **products and services** the business sells.

Ask students the following questions, and solicit responses while encouraging brief discussion.

- What do you think about when you see company brand names and logos?
- What makes a company name, brand, and logo successful?
  - Solicit answers such as: the brand differentiates itself from competitors, lends integrity to the brand, stimulates the consumer to purchase the product/service, evokes emotion, etc. If students are not on the right track, explain to them why these answers would make a brand successful.

*“When I say ‘brand’, think to yourself about starting up your entrepreneurial business that specializes in selling books, beauty products, music, or whatever you choose. Decide on a name for the store and think about why you chose this name. Keep in mind that there are stores that*

*already sell this product. It is important to find a way to differentiate your business from established businesses in the same field. When you have an idea, write it down in your notes. Be prepared to share your idea with the class. You have two minutes. Are there any questions? Brand!"*

After two minutes are up, pass out one dry erase marker, chalk, etc. to each student (how ever many markers you have) and ask them to write their business name on the board and explain why they chose the name.

*"For homework, you are to choose a name, slogan, and spokesperson for different brands and hypothesize as to why the business chose to represent its brand with the name, slogan, or spokesperson. On a separate sheet of paper, write a paragraph for each business."*

### 3. Differentiating Between Products and Services

Begin with a short discussion on products vs. services. Ask students to think about the two terms and what the difference is between products and services. After soliciting responses from students, write the definitions on the board.

- **Products** are tangible items. These are items businesses sell that we can see and touch. Many products are consumable, or can be used up.
- **Services** are intangible. We cannot see or touch a service. A service is something that a business provides for a fee.

Hand out copies of the Products and Services Worksheet to every student, or have students work in pairs. Instruct students to list as many product/service pairs they can think of in five minutes.

*"On the Products and Services Worksheet, list as many pairs of products and services as you can. For example, you might write "cleaned and pressed pants" in the PRODUCT column, and you might write "dry cleaning service" in the SERVICE column. You will have five minutes to complete this task. Are there any questions? Go!"*

After five minutes are up, ask for volunteers to write one of their pairs on the board. Do this to make sure that students understand the difference between products and services. Pick several random students and ask for a product or service that they wrote on their worksheet, but tell them not to reveal whether it is a product or service. Then ask the class if the example is a product or service. If it is a service, ask: *Under what circumstances might the business provide a service*, and vice versa. Below are several examples that students may come up with.

- *Does a television sales business provide customers with a product or service? (Product)*
- *Under what circumstances would that business provide a service? (If the business also fixed broken television sets)*
- *Does a landscaping company provide a product or a service? (Service)*
- *Under what circumstances would that company provide product? (If the company also sold grass seed)*
- *Does an electrician offer a product or service? (Service)*
- *Under what circumstances would an electrical company provide a product? (If the company also sold electrical equipment)*
- *Trick Question: Does a nurse provide a product or a service? (Both: the product is medicine, and the service is giving shots, taking a patient's temperature, etc.)*

### 4. Business Description with Business Goals and Objectives

Ask for a volunteer to write the name for his or her entrepreneurial business (from the earlier exercise) on the board. This must be a student who has not shared their entrepreneurial business name. The following instructions are based on a television store example.

*“Now that we understand what type of business our television store would be, we should create a business description and goals. When we write a business description, we need to consider the business purpose and function and be able to write SMART goals. SMART is an acronym for good business goals. Can anyone guess what one of the letters stands for? Solicit volunteers.”*

Have students write the following information in their notes:

- Business description
  - Purpose – tells us why the business exists
  - Function – tells us how the business is useful to consumers
  - SMART goals
    - Specific
    - Measurable
    - Achievable
    - Realistic
    - Time-based

Have students form groups of three to five and write a business description. Write the questions students are to consider on the board:

- Why does the business exist?
- How is the business useful to consumers?

*“When I say ‘Go’, begin your business description of a television store. Keep in mind the questions on the board. Each person will provide input, and the recorder will write down the results in sentence form. Be prepared to share your description with the class. You will have five minutes. Are there any questions? Go!”*

After five minutes are up, have one group present their purpose and functions description to the class. Then, ask the class to come up with three SMART goals for the business. You may use the goals below or encourage students to generate goals within their groups.

*“Three goals might be: a goal stating when we will open the business, a goal stating how we will secure the location on our business, and a financial goal. First, let’s talk about the goal dealing with opening the business. Which of the following is the SMARTest goal? “*

Write the following three choices on the board.

- Goal #1
  - A. Open a television sales business in (your town) by the end of the month.
  - B. Open a television sales business in (your town) by the end of (date of six months from today).
  - C. Open a television business in (your town) that sells television sets and offers repair services by the end of (date of four months from today).

Discuss why option C is the SMARTest goal. *Even though option C terminates sooner than option B, it is still feasible to open this business within four months of today. Additionally, option C is the most specific, an important aspect of a SMART goal.*

*“Now, let’s think of a location goal. Where in our town could we have this business? Write responses on the board. Let’s consider these options. Assume that we are going to rent/lease a*

*building space. Which of these locations would allow us to do that? Now, from this list, which location is closest to the major shopping area in the community?"*

Write the following three choices on the board.

- Goal #2
  - Lease the retail space at (your location) for a television sales business for two years.
  - Lease the retail space at (your location) for a television sales business for six months.
  - Buy the retail space at (your location) for a television sales business for one year.

*"Which is the SMARTest goal?"*

Discuss why option B is the SMARTest goal. *Option A is in a lease for too long, and we don't want to get into a lease for that amount of time when there is uncertainty about the success of the business. Option C requires we buy the space. One of our assumptions was to lease the retail space not knowing the success of the business. Option B allows for a lease and is a short-term agreement.*

*"Now, let's think about the financial goal. Assuming that we are the only employee of the business, which of the following dollar amounts is reasonable to think that we should plan to make (net) in the first year? This is our only job!"*

Write the following dollar amounts on the board.

- \$100,000
- \$5,000
- \$30,000

Discuss why \$30,000 would be the most reasonable dollar amount, based on salaries.

*"\$30,000 would be a reasonable salary for us to plan to make in that first year. \$5,000 would be a very small salary on which to live. \$100,000 might be too much to expect from the first year off business. \$30,000 is a reasonable salary.*

*So, a SMART financial goal for our first year of operation might be:*

*In the first year of operation, our television sales business (name of business), located at (name of location) in (name of town) will make \$30,000 after all expenses.*

*When we take these three SMART goals, combined with the descriptions you created, we have a great start on a business description, which is a way of communicating to other people what the business is, why it exists, and what we plan to do."*

### **Attachments for Learning Experiences:**

Brands and Business Logos

Branding Assignment

Products and Services Worksheet

### **Notes & Reflections:**

Be sure that a computer with Microsoft PowerPoint and a projector are available for use.

Logos that students draw are not to be graded. It is solely an opportunity for students to use their creativity.



The columns on the Branding Assignment are to be treated independently. The name does not correspond with the slogan or the spokesperson.



## CULMINATING PERFORMANCE TASK

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**Culminating Unit Performance Task Title:**

Local Businessperson Presentation/Paper

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

Have students interview a local businessperson in sales or service and compile the results in a brief class presentation or an essay. The presentation may be short in class presentations using Microsoft PowerPoint. Presentations may also be in the form of posters where students walk around the room to view other students' work. Provide students with a framework of the types of questions they could ask and what to include in their presentation or essay (pictures, business statistics, history, etc.)

**Attachments for Culminating Performance Task:**

None.



## UNIT RESOURCES

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### Web Resources:

### Attachment(s):

### Materials & Equipment:

- Computer with Microsoft PowerPoint for Brands and Business Logos PowerPoint
- Projector
- Paper for drawing logos
- Colored pencils and markers
- Copies of Branding Assignment for each student
- Copies of Products and Services Worksheet for every student or each group
- Copies of Products and Services Quiz for every student
- Copies of Brands and Businesses Quiz for each student

### What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		