

Branding

Subject: Marketing: Goods, Services, Events
Course: BMI3C (Marketing: Goods, Services, Events Grade 11, College Prep.)
Strands: Marketing Fundamentals, The Marketing Mix, The Marketing Plan
Suggested Time: 75 minutes
Lesson Title: The Brand Generators: What is a Brand?

Lesson Description

The objective of this lesson (the first of the year) is to introduce and emphasize the importance of branding in marketing. The teacher will first examine the question 'What is a brand?' with students. Using examples of common, everyday brands, students will discuss and explain the various aspects that make up a brand. The teacher will then focus on the first stage of creating or building a new brand – knowing the competition. Students will be broken up into small groups examining potential competitors for their product. Finally, students will complete a reflective homework assignment that will begin to establish a critical framework with which they can look at and examine brands in their life.

Planning Information

Strands: The Marketing Mix
Overall Expectations: Explain the stages of product development and explain the factors involved in the pricing of goods, services and events. (p. 109)
Specific Expectations: Explain the importance of branding in product positioning. (p. 109)
Prior Knowledge Required: Basic familiarity with brands.
Accommodations: <ul style="list-style-type: none">• Large fonts on all materials.• Provide vocabulary lists in advance for ESL/ELL learners.• Probe for understanding in terms of the vocabulary used in branding.• Read through the agenda on the blackboard to help students with visual problems.• Powerpoint presentation featuring colours, sounds, images and videos of brands for visual learners.• "Brand Generators Task #1" group work and presentations will enable students to help each other and work together by helping them develop

- communication skills.
- Incorporate breaks during transitions.
- Create an inclusive environment by showing ads that are representative of the demographic of the classroom.

<p>Resources: Computer Powerpoint presentation Downloaded 'I'm a Mac, I'm a PC' ad Chalk and chalkboard Pages to write competitors</p>	<p>Agenda:</p> <ol style="list-style-type: none"> 1. Did You Know? 2. Brand Generators 3. Brand Menagerie 4. Play 'I'm a Mac, I'm a PC' ad 5. Know Thy Enemy 6. Students work in groups on competitors for our brand 7. Group presentation of competitors 8. Final thoughts/homework assignment
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Teaching/Learning Strategies

Time	Activity
3 min.	<p>1. Did you know – Do you know how many marketing messages we're subjected to every day? 3000! But more importantly, do you know the number we can retain according to The American Association of Advertising Agencies? Less than 100! And just like that, you know the underlying reason and purpose for this course.</p>
5 min.	<p>2. Brand Generators – Explain to your students that for this course, they aren't grade 11 students. Instead, they're integral members of your branding firm called Brand Generators. As the preeminent branding firm in the nation, we've been given the fantastic opportunity to create the brand for a revolutionary new product - Caffeinated Orange Juice.</p> <p>Explain how over the course of the next few weeks, the students will be broken up into various departments comprising the various aspects of branding. While they will ultimately be responsible for a specific 'job', they will participate in all aspects of the branding process.</p>
17 min.	<p>3. Brand Menagerie – After going through the agenda (which was already written on the blackboard), the teacher will ask the students 'What is a brand?' creating a word web on the blackboard. Once the students have hit upon the main factors, the teacher will demonstrate real brands that epitomize each of the factors that make up a brand.</p> <p>As a last example, show 'I'm a Mac, I'm a PC' ad.</p>

	<p>A brand isn't just what the company defines itself as, it's the place it holds in the consumer's mind. For brands who are new or unfamiliar to consumers, it's sometimes helpful to reference your brand against something the consumer already knows. And in this case, a competitor. Could Apple computers define themselves if they didn't have PC's to compare themselves to?</p>
10 min.	<p>4. Know Thy Enemy – Explain to the class that before any branding project can be undertaken, one must know the competition inside and out. Using Socratic methods, discuss why that may be? (If, for instance, launching a new Cola, would it be bad to have a script font? Or red can? Etc....) This task would be performed by the 'Research' department of a branding firm.</p> <p>Explain the difference between direct competitors and indirect competitors.</p> <p>Key Learning Point: Knowing your competition is key to being competitive.</p> <p>Being aware of your competitors' brands and positioning allows you to more clearly differentiate yourself against them—both in design and in messaging:</p> <ul style="list-style-type: none"> • Design—How can we look and feel different? • Messaging—Why should a customer choose us over all the others?
11 min.	<p>5. Model and Check Understanding of Researching Competitive Products - For a wide range of products/services, have the students come up with some major direct and indirect competitors for the following products and write their responses on the board. Potential brands to discuss: Bell Mobility McDonalds Volkswagen Crest Toothpaste Expedia.ca Royal Bank of Canada Toronto Maple Leafs Lester B. Pearson (their school)</p>
22 min.	<p>6. The Brand Generators – Task #1: The Caffeinated Orange Juice Competitive Set. Now the class has to work in their groups and come up with the potential competitors for this new product. When would this product be consumed? Will that have an impact on the potential competitors? Another way of looking at it is who are not this product's</p>

	competitors? They should write down 3 main competitors and why they chose them. Once they have completed their assignment, one member from each group will present to the class why they chose what they did with the ultimate goal of coming to consensus.
7 min.	<p>7. Discussion and Reflection – Talk about the importance of knowing your competitors when building or launching a brand because every brand should have some differentiation.</p> <p>Reflection assignment: For a homework assignment, I want the students to pick a brand they absolutely love and explain why. What first attracted them to the brand? How did they hear of it and what was their first encounter with it? Then I want them to analyze the competitors. Have they tried any of the competitive products? Is there anything that could cause you to switch to a competitor’s brand?</p>
<p>Check for Understanding (30 minutes throughout lesson)</p> <ul style="list-style-type: none"> • Listen to their responses throughout each part of the lesson with particular emphasis to the Socratic lecture and the modeling section. • Walk throughout the class and observe students while they are working in teams on task #1. • Ask students to rephrase what was said as much as possible. • Listen to students’ responses during the discussion and reflection section. • Keep track of their engagement since the more they understand, the more they will be engaged. 	
<p>Assessment/Evaluation:</p> <ul style="list-style-type: none"> • Informal observation • Participation and overall engagement • Graded response to their reflection assignment. 	
<p>Prep/Homework:</p> <ol style="list-style-type: none"> 1. Have students reflect on the favourite brand in their life. 	

BRAND GENERATORS

Project: Caffeinated Orange Juice

Direct Competitors:

Indirect Competitors: