Lesson plan

Level 3 Certificate/Extended Certificate in Applied Business

Unit number: 8

Unit name: Marketing Communications

Assessment or performance outcome: PO1 (P2)

Tutor name:

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| **Group or cohort** |  |
| **Week no.** | 2 |
| **Date** |  |
| **Guidance notes**In the previous lesson, the tutor and learners considered the use of traditional channels of communication. The tutor also provided an overview of the history of communications channels and referenced both traditional and modern channels.In this lesson, learners develop their understanding of modern communications channels. The focus is on the extent to which modern channels offer small businesses effective ways of communicating their unique selling propositions and customer value propositions. These concepts have already been covered by units 2 and 3, and were reviewed in an earlier unit 8 lesson (week1).This lesson will need to be followed by two 1-hour workshop sessions on the cost, flexibility, reach and engagement of traditional and modern channels. These workshop sessions would then be followed by a practical exercise where learners, working in small groups, recommend an appropriate channel mix for a given small business.**Length –** 1 hour**Resources** Learner access to Internet Tutor access to projector/monitor to illustrate experiential marketing**Links to other assessment or performance outcomes:** central concept within the unit supporting all POs, but especially PO1 and PO2 |

**Lesson objective**

At the end of this lesson the learners will:

 Understand the meaning of modern communications channels

 Be able to outline the use of modern channels within marketing communications

**Activities**

(10 mins) Tutor to outline meaning of modern communication channels, using the internet to illustrate range of use of following channels by small business:

 Email

 Websites and blogs

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| --- | --- |
|  |  Social media and social video(15 mins) Tutor to explain meaning and use of experiential marketing, stressing the importance of oral, non-verbal and visual communications within this channel. Tutor to use following web page to illustrate:[ https://econsultancy.com/blog/65230-10-](https://econsultancy.com/blog/65230-10-very-cool-examples-of-experiential-marketing/)[very-cool-examples-of-experiential- marketing/](https://econsultancy.com/blog/65230-10-very-cool-examples-of-experiential-marketing/)(20 mins) Learners work in groups (3 to 4 learners in each group). Learners provided with links to two small business websites. Each group tasked with using internet to researchhow each business is using modern channels tocommunicate its USP and CVP.(5 mins) Each group to justify the extent to which each modern channel is an *effective* way of delivering campaign messages.(10 mins) Whole class review of groups decisions and tutor to review learner understanding. Tutor to set homework for individual learners: research the use of communication channels (traditional and modern) within two marketing communications. |
| **Synoptic assessment**The learners will be able to draw from their knowledge, skills and understanding from the following units to support the learning within this lesson: Unit 3 – Entrepreneurial Opportunities(PO1: innovation, risk and uncertainty in relation to comparative benefits of traditional and modern communication channels) Unit 4 – Managing and Leading People (AO1: in relation to the changing external environment – available communications and channels) | **Stretch and challenge activities?**The choice of small business websites provided by the tutor, for the group work carried out by learners, offers the possibility of stretch and challenge. |
| **Transferable skills and/or soft skills opportunities**The following transferable skills are embedded into the research activity: Research skills when gathering | **English and maths**Ability of learner to assess suitability of verbal communication by small businesses demonstrated through their use of modern channels. |

evidence for use of communications channels by small businesses (portfolio

activity)

**Assessment**

Assessment of learning having taken place will be based on:

 Observation of learners during group work and feedback at end of activity

 Evidence collected for P1 in preparation for completing communications channels template

**BUSINESS IDEAS**

3D PRINTED CASES l

[ SCREEN PRINTED CLOTHING @] )-

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Target Market

Children

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Teenagers latest trends r

Adults humour? J

Products

T·Shirts basic whiteiblack i

Hoodies and sweatshirts CAFE @] J

Target Market

Teenagers with phones

latest fashions and trends

Stand out from the crowd

Adults with phones

Somethingfunctional

Wantingto protect their phone

Products

iPhone cases

provide protection/multiple colours iPad cases

same protection/colours as iPhone cases

range of colours J

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Target Market

People in my localarea take-away

fast and fresh

Products

coffee and tea

Espresso, cappuccino,flavours.herbalteas cakes

r home-made,bought in

hot snacks paninis!

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| **Business Idea 1: 3D PRINTED CASES** |
| **Target Market** Teenagerso Latest fashions and trendso Stand out from the crowd Adults with phoneso Something functionalo Wanting to protect their phone**Products** iPhone and iPad caseso provide protectiono multiple colours | **Human resources** | **Physical resources** | **Significance of resource implications** |
| **Financial resources** | **Personal resources** |
| **Business Idea 2: SCREEN PRINTED CLOTHING** |
| **Target Market** Childreno Fun! Teenagerso Latest trends Adultso Humour?**Products** T-Shirtso Basic black/white Hoodies and sweatshirtso Range of colours | **Human resources** | **Physical resources** | **Significance of resource implications** |
| **Financial resources** | **Personal resources** |
| **Business Idea 3: CAFÉ** |
| **Target Market** People in my local areao Take-awayo Fast and fresh**Products** Coffee and teao Espresso,cappuccino, flavours, herbal teas Cakeso Home-made, bought-in Hot snackso Paninis! | **Human resources** | **Physical resources** | **Significance of resource implications** |
| **Financial resources** | **Personal resources** |