# Lesson Element

# Unit R066: Market and pitch a business proposal

# Be able to develop a brand identity and promotional plan to target a customer profile

## Instructions and answers for teachers

These instructions cover the learner activity section which can be found on [page 7](#_Unit_R064:_Enterprise). This Lesson Element supports Cambridge Nationals Level 1/2 in Enterprise and Marketing.

**When distributing the activity section to the learners either as a printed copy or as a Word file you will need to remove the teacher instructions section.**

### The activity

In this lesson element learners will discover what is meant by a ‘brand’ and various methods and techniques used to develop a brand. They will understand the benefits that branding offers and also how brands need to be developed in order to appeal to the target customers.

Methods of promotion will be considered to meet specific promotional objectives.

The learning developed from this lesson element could be used by the learners to support the marketing of the business proposal developed in unit R065.

### Suggested timings

| * Activity 1: 1 hour 30 minutes
 |
| --- |
| * Activity 2: 3 hours
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| * Activity 3: 40 minutes
 |  |

**ABC –** This activity offers an opportunity for English skills development.

Activity **1 -** Introduction to brand identities

**Task 1**

The aim of task 1 is to introduce your learners to the concept of branding and brand identities. You will encourage your learners to consider how they interact with brands every day.

You should select a number of brand logos/identities that your learners are likely to recognise and replicate these onto a PowerPoint presentation.

On slide 1 crop the logo/brand so only a small section of the logo/brand is displayed and learners are invited to guess the brand from the portion displayed e.g.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Cambridge Nationals 1/2 Enterprise and Marketing Teacher Instructions**Can you name the brands shown?** |  | **Ans**Cambridge Nationals 1/2 Enterprise and Marketing Teacher InstructionsCambridge Nationals 1/2 Enterprise and Marketing Teacher Instructions**wers:** |

Tell learners that they will be working individually on this task and they should not shout out answers. Display slide 1 (cropped logos/brands) and invite learners to write each brand name.

After a minute, bring the class together to review which brands were displayed, and discover which learner identified the most brands.

Conclude the task with a short discussion about how brands form part of our everyday lives.

**Task 2**

The aim of task 2 is to encourage your learners to use any prior learning, knowledge or experience to develop ideas and a definition as to what a ‘brand’ is.

Each learner to individually write their own definition for the word ‘brand’.

Learners to join another to form a pair and combine thoughts to produce a joint definition.

Each pair to join with another pair to form a group of four learners to refine their definition further and produce a group definition.

Each small group to share their definition on the board, and you could then facilitate the production of a whole class definition of ‘brand’.

Brands and branding notes

<http://www.tutor2u.net/business/reference/brands-and-branding-introduction>

**Task 3**

The aim of Task 3 is to encourage your learners to use any prior learning, knowledge or experience which they may have relating to branded items versus non-branded items. Their discussion will then help to develop ideas regarding what a brand is and why it is used.

Divide your class into small groups (up to four learners) and ask the learners to choose a scribe for their group.

Each learner in the small group should give an example of a branded item that they are familiar with and compare with a non-branded similar item. The item can be a product or a service, e.g.

* Pepsi![Trademark-symbol[1]]() and supermarket own label cola drinks
* Heinz![Trademark-symbol[1]]() and supermarket own brand baked beans
* Nike![Trademark-symbol[1]]() trainers and supermarket own-brand trainers
* Parker![Trademark-symbol[1]]() pens and retailer own-brand pens
* Mars![Trademark-symbol[1]]() and supermarket own brand alternatives
* Walkers![Trademark-symbol[1]]() and supermarket own brand crisps
* Kellogg’s![Trademark-symbol[1]]() and supermarket own brand cereals
* Heinz![Trademark-symbol[1]]() and supermarket own brand tomato sauce.

As a group the learners should compare the branded and non-branded items. What are the similarities and differences of the actual product/service and the promotion of them?

You could then bring the class together and ask each small group to share their thoughts about one of the branded/non-branded items considered. They should share the similarities and differences regarding the product/service features and how they are promoted.

At the end of the discussion you should draw some conclusions about the differences between branded and non-branded counterparts. What value do brands offer?

**Task 4**

You could bring into the classroom a range of products and items/pictures to represent brands e.g.

* Coca Cola![Trademark-symbol[1]]()
* Apple![Trademark-symbol[1]]()
* Topshop![Trademark-symbol[1]]()
* Tesco![Trademark-symbol[1]]()
* Sainsbury’s![Trademark-symbol[1]]()
* Jack Wills![Trademark-symbol[1]]()
* YouTube![Trademark-symbol[1]]()

Ask the class to work in small groups again, and each one should select two/three brands/pictures.

Ask leaners to consider what human personality traits the brand would have if it were a person. They could draw the person that the brand would be; or alternatively mind map/list adjectives to describe the personality traits. Learners could feed back their brand personality ideas to the rest of the class.

**Task 5**

You should explain each of the four terms under ‘what is a brand’ in 1.1 of the unit specification, i.e. strategy, brand personality, brand identity and image.

Individually, or in pairs, learners could be tasked to research the four terms under ‘what is a brand’ in 1.1, i.e. strategy, brand personality, brand identity and image. Learners could select a well-known brand and identify how each component is used to develop the brand. The research could be carried out using the internet or using textbooks or the teacher could create some notes which the learners could access to carry out the research.

A selection of learners could be asked to share their work with the rest of the class.

**Task 6**

As a plenary, learners could be asked to summarise what they know about ‘brands’ as a tweet (140 characters or less) which can be shared with the rest of the class.

Activity 2 - Benefits of branding

**Task 1**

Select a range of branded and non-branded versions of products e.g.

* Pepsi![Trademark-symbol[1]]() and supermarket own label cola drinks
* Heinz![Trademark-symbol[1]]() and supermarket own brand baked beans
* Nike![Trademark-symbol[1]]() trainers and supermarket own-brand trainers
* Parker![Trademark-symbol[1]]() pens and retailer own-brand pens
* Mars![Trademark-symbol[1]]() and supermarket own brand alternatives
* Walkers![Trademark-symbol[1]]() and supermarket own brand crisps
* Kellogg’s![Trademark-symbol[1]]() and supermarket own brand cereals
* Heinz![Trademark-symbol[1]]() and supermarket own brand tomato sauce.

Divide the class into small groups and give each group an example of a branded and non-branded version of a product.

Ask each group to compare the two product types. What benefits does the brand name offer? Would they pay more for a branded product and why? Ask learners to present their work on a flip chart sheet.

Bring the class back together and ask each group to share their work in turns.

As a class, review the key points from the activity – what benefits do brands offer?

**Task 2**

Select a range of branded and non-branded versions of products e.g.

* Pepsi![Trademark-symbol[1]]() and supermarket own label cola drinks
* Heinz![Trademark-symbol[1]]() and supermarket own brand baked beans
* Nike![Trademark-symbol[1]]() trainers and supermarket own-brand trainers
* Parker![Trademark-symbol[1]]() pens and retailer own-brand pens
* Mars![Trademark-symbol[1]]() and supermarket own brand alternatives
* Walkers![Trademark-symbol[1]]() and supermarket own brand crisps
* Kellogg’s![Trademark-symbol[1]]() and supermarket own brand cereals
* Heinz![Trademark-symbol[1]]() and supermarket own brand tomato sauce.

Ask your learners to individually design a short questionnaire (up to eight questions) to research perceptions of branded versus non-branded alternatives.

The learners could ask peers and friends/family outside of the school to complete the questionnaire.

In a later session ask your learners to evaluate the results – what do the findings show? What are the perceptions of branded versus non-branded counterparts?

Ask your learners to produce graphs/pie charts to illustrate the results and then ask them to take it in turns to feedback their results.

Learners may find this step by step guide useful. The same steps can be used to insert the data for other forms of graph/chart:

J Fox How to Make a Bar Graph in Microsoft Excel 2010 - For Beginners <https://www.youtube.com/watch?v=aBV2vvTFI84>

Activity 3 - Research other brands and their appeal to target customers

**Task 1**

Divide your class into pairs. Ask each pair to select a brand to focus on. They should identify the target customer group that it appeals to. Your learners should describe the target customer group in detail e.g. age, gender, social group etc.

Ask each pair to then consider how well the brand appeals to its target customer group – what are the strengths, weaknesses and USPs? How does its marketing appeal to the target customer group?

Ask your learners to present their work using a suitable format, e.g. PowerPoint presentation, flip chart, on a whiteboard.

To conclude ask each pair to present their work to the rest of the class.

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# Be able to develop a brand identity and promotional plan to target a customer profile

## Learner Activity

Activity **1 -** Introduction to brand identities

**Task 1**

Your teacher will display a number of well-known brands.

You need to write the name of each of the brands that your teacher displays. Do not discuss your answers with anyone.

You will share your answers with the rest of the class at the end of the task to see how many you can guess.

**Task 2**

From task 1 you will be aware that you interact with a range of different brands every day.

Write down your own definition for the word ‘brand’.

Pair up with another learner to combine thoughts and produce a joint definition of the word ‘brand’.

Your pair should now join with another pair to form a group of four to refine your definition further and produce a group definition.

Your teacher will ask your group to feedback to the other groups to decide on a whole class definition of ‘brand’.

**Task 3**

You will work in small groups to complete this task. Your first job will be to choose a scribe for your group.

Take it in turns to give an example of a branded item that you are familiar with and compare it with a non-branded similar product/service.

As a group compare the branded and non-branded items. What are the similarities and differences of the product/service that you have chosen and its promotion?

Your teacher will ask you to feed back to the other groups about one of your branded/non-branded items. What are the similarities and differences regarding the product/service features and how they are promoted?

**Task 4**

You will work in groups/pairs to complete this task.

You will be provided with examples of two/three brands.

In your groups consider what human personality traits the brand would be; or alternatively mind map/list adjectives to describe the personality traits.

You will be asked to feed back to the other groups to consider how brands each have their own personalities. Your peers will give their opinions on the personalities that you have given to the brands – do they agree?

**Task 5**

Your teacher will explain four aspects of brands:

* Strategy
* Brand personality
* Brand identity
* Image.

In pairs choose a well-known brand.

Research the four terms, and consider how they apply to the brand that you have selected.

Your teacher will ask you to feed back to the remainder of the class.

**Task 6**

To conclude your work on ‘brands’ write a tweet (140 characters or less) to summarise what is a ‘brand’ to share with the rest of the class.

### Activity 2 - Benefits of branding

**Task 1**

You will work in small groups and your group will be given an example of a branded and non-branded version of a product.

In your groups compare the two product types. What benefits does the brand name offer? Would you pay more for a branded product and why? As a group present your work on a flip chart sheet.

Your group will be asked to feed back to the other groups to consider ‘what benefits do brands offer?’

**Task 2**

You will be given an example of a branded and non-branded version of a product.

Individually design a short questionnaire (up to eight questions) to research perceptions of branded versus non-branded alternatives.

Ask your peers and friends/family outside of school to complete your questionnaire.

During the next lesson you will evaluate the results – what do the findings show? What are the perceptions of branded versus non-branded counterparts?

Produce graphs/pie charts to illustrate your results.

Present your findings to the rest of your class.

### Activity 3 - Research other brands and their appeal to target customers

**Task 1**

You will work in pairs to complete this task.

You need to select a brand that you are familiar with. Identify the target customer group that your brand appeals to e.g. target age, gender, social group, etc.

In your pairs consider how well the brand appeals to its target customer group – what are the strengths, weaknesses and USPs? How does its marketing meet the needs of the target customer group?

Present your work in a suitable format.

Share your work with the rest of the class. Ask peers to give their opinions of your answers – do they agree with your evaluation?