

Branding Basics

Media Type: Video
Duration: 51 minutes

Goal: To introduce the concept of branding and discuss how a business can benefit from successful branding techniques.

Description: Businesses must understand branding to be successful in today's competitive market. This presentation outlines the concept and process of branding and explains how successful branding can help a business grow and thrive.

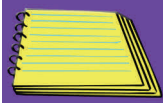
Objectives:

1. To describe branding and the goals and advantages of branding.
2. To explain brand equity and how it is built and damaged.
3. To analyze how brands are developed and managed.
4. To examine the growth of brands through brand and line extensions, sub-brands, co-branding and licensing.
5. To investigate brand personality.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Math	<i>Logical Skills</i>	<ul style="list-style-type: none"> • Reasoning • Problem solving • Real-life applications
Language Arts	<i>Application of Writing Skills</i>	<ul style="list-style-type: none"> • Editing/proofreading • Descriptive, informative and creative writing • Organizing logical arguments • Brainstorming • Vocabulary enhancement
	<i>Analysis of Text, Literature and Information</i>	<ul style="list-style-type: none"> • Reading/content literacy • Critical thinking • Creative thinking • Expression of thoughts and ideas • Communication skills • Developing listening and comprehension skills • Creating visual representations
	<i>Technology Applications in Literature</i>	<ul style="list-style-type: none"> • Utilizing document processing software • Internet-based research
Science	<i>Scientific Thinking and Investigating</i>	<ul style="list-style-type: none"> • Critical thinking and scientific problem solving • Real-world investigations and applications • Analytical skills • Collecting data • Technology-based research • Compare/contrast findings • Classification/organization skills

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Lesson Plan

Class 1: Begin a class discussion by asking students how they define branding. Hand out the *Branding Basics Vocabulary Handout* and *Worksheet* for students to use as reference materials. Show the *Branding Basics-What is Branding?* segment and follow with its *Assessment*. Have students complete the *Brands vs. Goods Activity*. If time allows, have students pair up to compare the brand names selected in the activity.



10 min.

Class 2: Show the *Branding Basics-Developing & Protecting Brands* segment. Follow the segment with its *Assessment*. Have students complete the *Brand Development Activity*. Introduce and explain the *Branding Process Project*.



12 min.

Class 3: Begin class by asking students what their favorite brands are and write some common answers on the board. Ask students why they chose their favorites compared to similar brands. Remind students to use the *Vocabulary Handout* and *Worksheet* and show the *Branding Basics-Brand Equity* segment of the presentation. Ask students to consider the brand names written on the board and think about the brand equity of each. Lead a class discussion about why or why not these brands have strong brand equity. Administer the segment's *Assessment*. Introduce the *Brand Name Comparison Project* to be turned in during Class 6.



7 min.

Class 4: Show the *Branding Basics-Expanding Brands* segment of the presentation. Remind students to use the *Vocabulary Handout* and *Worksheet*. Administer the segment's *Assessment*, then have students complete the *Brand Expansion Activity*. If time allows, discuss answers as a class.



14 min.

Class 5: Show the *Branding Basics-Brand Personality* segment. Follow with its *Assessment*, then have students complete the *Brand Personality Activity* and discuss answers as a class. Introduce the *Personal Branding Project*, and if time allows, have students begin working on it.



8 min.

Class 6: Administer the *Branding Basics Final Assessment*. Have students present the *Branding Process Projects*.

Class 7: Allow students the entire class to finish the *Personal Branding Project*.



Lesson Links

The Power of Branding: A Practical Guide

- <http://www.designcouncil.org.uk/resources-and-events/Business-and-public-sector/Guides/The-power-of-branding>

Branding Strategy Insider

- <http://www.brandingstrategyinsider.com>



Career & Technical Student Organizations

Business Professionals of America

- Management/Marketing/Human Resources Concepts

DECA

- Marketing Management Series
- Entrepreneurship

Future Business Leaders of America

- Entrepreneurship
- Management Decision Making
- Marketing

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Lab Activities

Brands vs. Goods

Directions:

To demonstrate their understanding of brand names, students will use the provided list of generic goods and give a real-life example of a brand name for each good. If necessary, allow students to look up brand names using the Internet. Then students will identify where they are in the AIDA model for each brand. Instruct students to think of brand names with which their familiarity varies so they do not mark the same stage in the AIDA model for each brand. If time allows, have students get with a partner after completing the activity to compare the brand names each selected.

Brand Development

Directions:

To apply what they have learned about brand development, students will choose one of the business profiles provided and will create a brand name and logo for the business. Students should also write a half-page explanation of the name and logo.

Brand Expansion

Directions:

Students will show their understanding of brand expansion by thinking of two brand expansion possibilities for each of the brands provided. Students should identify which type of expansion each idea is, how it would be different than the original product, and how it would add value to the brand. Once complete, discuss student answers as a class.

Brand Personality

Directions:

To explore the wide variety of brand personalities, students will consider the provided list of brand names and will write two personality traits each brand possesses. The class will then compare answers and discuss how these brands developed their personalities and how the personality benefits or hurts the business. The *Brand Personality Activity Answer Key* may be used to guide the discussion if necessary.



Projects

Branding Process

Directions:

To demonstrate their knowledge of the branding process, students will apply the branding process to a business of their choice. Students should choose a business with which they are familiar and research the company's history, goals and values. Then students



should identify the company's unique perspective and develop

a branding plan. Students should also include how the plan should be implemented and how and when the plan should be evaluated. Students will give two-minute presentations outlining their projects. See the *Branding Process Teacher Instruction Sheet* for more information.

Brand Name Comparison

Directions:

Students should realize the value of branding in business, so they will choose a product and research the differences between the product from a store brand and from two leading brands. Students should record the store from which they find the products and all similarities and differences among the three products. They will fill out the provided Venn diagram and should write a one-page paper outlining the differences and similarities among products. The paper should also include why they believe the products are different in some ways and similar in others and which of the three they would choose to purchase and why.

Personal Branding

Directions:

To understand the benefits of branding applied to professionals, students will develop a personal brand by creating a logo, slogan and résumé which brand and promote them professionally. Students should turn in a one-page paper explaining how the materials created define them and make them stand out. Further requirements are listed on the project handout.



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50416, Philip Mowry, Chief Marketing Office & Director of Business Development, National Composite Center
- iCEV50357, Jane Bodman-Converse, President/Owner, Converse Marketing
- iCEV50368, John Guthrie, Senior Director Business Development & Marketing Partnerships