

Agri-Entrepreneurship Program



Unit: 3

Lesson: 3.1

Brands and Business Goals

Precepts:

- F. Continuous Improvement
 - F5. Acquire new knowledge
- A. Action
 - A2. Focus on results

National Standards:

NL-ENG.K-12.6 Applying Knowledge

Student Learning Objectives:

- As a result of this lesson, the student will...
1. Analyze the significance of brand identification.
 2. Identify the difference between products and services and generate examples of each.
 3. Create a description of a business including the business goals and objectives.



Instruction time for this lesson: 60 minutes

Resources:

- Schilit, W. K. *The entrepreneur's guide to preparing a winning business plan and raising venture capital*. New Jersey: Upper Saddle River. Prentice Hall, 1990.
- Barringer, B. R. *Preparing effective business plans: An*

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entrepreneurial approach. New Jersey: Upper Saddle River. Pearson Education, Inc. 2009.

- Lambing, P. A. & Kuehl C. R. *Entrepreneurship*. New Jersey: Upper Saddle River. Pearson Education, Inc. 2007.
 - Toooh, D. E. *Building a business plan*. New Jersey: Upper Saddle River. Prentice-Hall, Inc. 2004.
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Tools, Equipment, and Supplies:

- Writing surface
 - Writing utensil
 - Computer with Microsoft PowerPoint
 - LCD projector with connection to computer
 - Projector screen
 - Copies of included Activity Sheets (AS.1)
 - Overhead projector
 - Transparency copies of included Transparency Masters (TM.1, TM.2)
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Key Terms:

The following terms are presented in this lesson and appear in bold italics:

Brand

Brand identification

Products

Services

Interest Approach:



Give students verbal descriptions of national ***brand*** logos.

What company do you think of when you see “golden arches”?
Elicit student responses.



Right! McDonald’s.

What about a girl with red pigtails and freckles?

Exactly, Wendy’s restaurants.

These companies have gone to great lengths to create an image in our mind that we associate with their company and their product or service.

Let’s see if we can identify companies based on the brands we see.

(PowerPoint file Agri Entrepreneurship 3.1 contains 12 slides that have sections of company logos followed by the entire logo. Show each slide, giving students the opportunity to guess the company represented in the logo segment. After students have had an opportunity to respond, show the complete logo, verifying their responses.)



In just a second we will have the opportunity to guess more national brands by seeing parts of a logo. For each slide, tell the rest of the class which company is represented by the logo segment seen. Just fire off a response, don't worry about raising hands. Let's see how we do...

Begin PowerPoint file.

After finishing with PowerPoint file.



Did it take much time for us to think about each of these business logos? Most of them came to mind quickly, didn't they? Starbucks has made sure that when we see their logo, we will recognize their business and think about the product they sell, which is what?

Students respond, "coffee"



Right! The apple logo that we saw makes us think of what business?

Students respond "Applebee's."



Exactly, and when we see that logo, we think of eating out. Businesses focus on making sure that when we see their logo, we will not only recognize the name of the business, but also the product or service they offer. Last time we were together we looked at niche markets and investigated how to utilize the power of demographic data to our advantage as entrepreneurs.

Today, we will discuss this concept, called **brand identification**, identify the difference between **products and services**, and create a description of a business including goals and objectives. When thinking about starting our own business, or entrepreneurial enterprise, we need to be able to effectively communicate about our business. Additionally, it is important for us as individuals and as business owners to always be open to continuous improvement, which can be achieved through looking at our own goals in addition to the goals of the business. Let's be ready to take notes, answer and ask questions, participate when asked and even set goals.

Objective 1: Discuss **brand identification**.

Have students take out notepaper and a writing utensil and write down the following information on the writing surface.



Let's take a few moments to capture what we know about the importance of a business name and logo, or **brand**, based on our previous activity. Take out a sheet of paper and a writing utensil.

I. Business name and **brand**:

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

Ask students the following questions. Elicit student responses and encourage brief discussion.



What do you think about when you see company **brand** names and logos?

What questions are there about company names, **brands**, and logos?

When I say, “Brand,” think to yourself about starting up your own entrepreneurial business that specializes in selling televisions. What might you call your store? Think about why you chose this name. Keep in mind there are stores like Best Buy, Wal-Mart, and Circuit City that already sell these **products**. When you have an idea, write it down in the margin of your notes. Be prepared to share your idea with the group. What questions are there? You have thirty seconds. Brand.

Allow students time to consider ideas (30-45 seconds). Elicit responses from three to four students or more as time allows. Write the names students generated on the board.



Who will be the first to share with us the name you created for this business? What did you consider when deciding what to name this business?

Excellent responses! We chose these names because we wanted people to identify with the **product** we are selling, right? This is part of **branding** and will be important later when we describe the business.

Objective 2: Identify the difference between *products* and *services* and generate examples of each.

Have students think about the difference between the terms product and service. Allow a few moments for students to consider the difference between the two terms. Elicit responses from students.



Think for a moment about the difference between the words **product** and **service**.

Who will share with us your thoughts on the differences between these two terms?

Awesome, we have some great ideas about the differences between these two terms.

*Have students write down the following definitions of **products** and **services** in their notes.*



Let's capture some information about **products and services** in our notes.

I. Products and Services

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

Use the Motion e-Moment to help students remember the information by using their hands. The Motion Moment can take place while students remain in their seats. It incorporates motions associated with key words and phrases. Students either mimic motions demonstrated by you or create their own. The power of the Motion Moment happens when students make the associations.

- *Make the motion of taking a quart of oil off the shelf to represent **products**.*
- *Make the motion of mowing a lawn with a push mower to represent **services**.*
- *Make the motions while describing them to the class, follow by having them repeat the motion.*



Think about it this way, a **product** is something we can take off the shelf, like a quart of oil at Tractor Supply Company.

Stand up! Let's practice, pretend you are taking a quart of oil off the shelf and handing it to the customer. This is a **product**.

A **service** is something that a company provides a customer, like if you owned your own lawn mowing business. You mowing the lawn would be a **service**.

Let's practice this one. Pretend you are mowing the lawn in front of you. Lawn mowing is a **service**.

*Have students generate examples of **products** and **services**. Use AS.1*



Let's take some time to further the difference between **products** and **services**. Look at activity sheet in front of us. The left side has a column for **products** and the right side has a column for **services**. When I say, "Build", we will have 45 seconds to build a list in each column with as many agricultural **products** and **services** in our community that we can think of. What questions are there? Build!

While students are generating lists, create two columns on the writing surface or create a transparency copy of AS.1 and place on the overhead.

After 45 seconds, stop students and have students share their ideas. Write down student ideas on writing surface



Stop! Writing utensils down. Let's share our ideas.

This is a great list! We clearly understand the difference between **products** and **services**!

*Position yourself in the room where you can see the writing surface. Randomly select two to three each of **products** and **services** from the class-generated list. When you say the item, make the appropriate motion with the class.*



Stand up! When you hear a **product** or **service**, make the appropriate motion we created earlier. Remember, **products** are taking a quart of oil off the shelf.

Make the product motion.

Services are mowing the lawn.

Make the service motion.



Great! Does the television sales business we discussed earlier provide customers with a **product or service**?

Students respond, "Product".

Right! Under what circumstances would that business provide a **service**?

Student responses might include, "if the business fixed television sets. Exactly!"

Objective 3: Create a description of a business including the business goals and objectives.

Select a television sales business name created earlier from a student and write it on the board.



Ok now that we understand what type of business our television store would be we are on target for creating a business description and writing goals for the business. Let's consider the television sales business we discussed earlier. Remember when we came up with names earlier? Let's use a name you generated for that business. Who is willing to let the group use the name you generated for this business?

Have students write the following information in their notes. Write it on the writing surface.



When we write a business description, we need to consider the business purpose and function and be able to write SMART goals. Let's capture some information about these terms.

- I. Business description
 - A. Purpose-tells us why the business exists.
 - B. Function-tells us how the business is useful.
 - C. SMART goals
 - 1. specific
 - 2. measurable
 - 3. achievable
 - 4. realistic
 - 5. time-based

Have students get into groups of two to three to write a business description. Write the questions students are to consider on the writing surface.



Take 15 seconds to get in groups of two to three and choose a recorder for your group.

When I say, "Describe," each group will consider the purpose and function of our television business. Each person will provide input and the recorder will write down the results in sentence form. Ask these questions, "Why does the business exist?" and "How is the business useful?"

Be prepared to share your description with the group. What questions are there? Each group will have two minutes. Describe!

Circulate through room and assist students in creating the business purpose and function.

Adjust time to allow student groups to complete.

Have two to three groups share their purpose and functions description.



Who will be first to share with the class your description?

Excellent descriptions! Next we need to add SMART goals.

If instructor is not familiar with SMART goals, refer to LK Lesson MS.15- Setting Goals.

Have students tell you what the acronym stands for. If students are not familiar with SMART goals, simply adjust the lesson to deliver them rather than the students reminding you of them.



Remind me what SMART stands for...

S is...(students respond “specific”)

M is...(students respond “measurable”)

A is...(students respond “achievable”)

R is...(students respond “realistic”)

T is...(students respond “time-based”)

Great! As a class, let’s come up with three SMART goals for this business.

Instructor may use goals below or encourage students to generate goals within their small groups of two or three.



Three goals that make sense might be a goal stating when we will open the business; a goal stating how we will secure the location of our business; and a financial goal.

Let’s talk first about the goal dealing with opening the business. Which of the following is the SMARTest goal?

Write the following three choices on the writing surface or make a transparency from TM.1.



Goal #1

- A. Open a television sales business in (enter name of town) by the end of the month.
- B. Open a television sales business in (enter name of town) by the end of (enter month 6 months from today).
- C. Open a television business in (enter name of town) that sells television sets and offers repair **services** by the end of (enter month 4 months from today).

Which of these is the SMARTest goal?

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 4 months of today. Additionally, option C. is more specific than the other options.

Validate student responses.



Those are all excellent reasons. Even though option C's time frame is shorter than option B, it is still realistic to think that we could open this business within 4 months. Also, option C is more specific, an important aspect of a SMART goal.

Create a location goal with the class. Ask students where the business could be housed within the community.



Let's think about a location goal. Where in our town (enter name of town) could we have this business?

Write student responses on the board.



Great! Let's consider each of these options. Let's assume that we are going to lease, or rent out the space for this business. 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 writing surface or make a transparency from TM.2.



Which of the following is the SMARTest goal?

Goal #2

- A. Lease the retail space at (enter name of location) for a television sales business for two years.
- B. Lease the retail space at (enter name of location) for a television sales business for six months.
- C. Buy the retail space at (enter name of location) for a television sales business for one year.

Which of these is the SMARTest goal?

Discuss why option B is the SMARTest goal. Option A is in a lease for too long, 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.

Validate student responses.



That's right! Option B allows for a lease, so we are not under any obligations that we would be if bought the space and option B is short term so if the business is not successful, we will not be committed to the lease for two years.

Create the financial goal with the class.



Ok, 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. \$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.

Validate student responses.



\$30,000 would be a reasonable salary for us to plan to make in that first year. \$5,000 would hardly be enough for us to survive, and \$100,000 is probably too much to plan to make in that first year.

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

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

Alright, 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 is business is, why it exists, and what we plan to do. If we complete the National FFA Agri-Entrepreneurship Award application

Review/ Summary:



Today, we discussed **brand identification**, identified the difference between **products and services**, and created a business description. We now understand the importance of **branding** and have had a review of SMART goal writing. We identified the difference between **products and services**. When I say **product**, what motion do we think of?

Make the motion for product.



When you hear the word **service**, what do you think of?

Make the motion for service.



When developing our own entrepreneurial enterprise, we must be able to communicate the aspects of that business to others including potential customers and financiers.

Application:

- ▶ Extended classroom activity:
Have students interview a local businessperson in agricultural product sales or service and compile the results in a brief class presentation. The presentation could be short in class presentations utilizing Microsoft PowerPoint or could be poster presentations where students take a “gallery walk” to see their classmates work. Provide students with a framework of the types of questions they could ask and what to include in the PowerPoint or poster presentation (pictures, business statistics, history, etc.)
 - ▶ FFA activity:
Have the class examine the purpose and goals of the chapter fundraising projects in terms of answering the questions, “Why does the fundraiser exist?” and “Why is the fundraiser useful?” and examining the goals to be certain they are SMART. Class members can then present their analysis to the chapter treasurer and members of the fundraising committee.
 - ▶ SAE activity:
Encourage students with an entrepreneurial SAE to write a business description for their SAE project addressing the questions, “Why does the business exist?” and “Why is the business useful?” and examining the goals to ensure they are SMART goals. Encourage students with a placement type SAE to work with their employer to examine their business description and help the business write SMART goals. Students with agri-science type SAE programs can write SMART goals for their SAE program and students with exploratory and improvement type SAE programs can also write SMART goals to include in their record books.
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Evaluation:

Have students identify the following business as providing either ***products*** or ***services*** to capture knowledge of the content.

1. Office furniture store
 2. Veterinarian
 3. Landscape business
 4. Electronics store
 5. Shoe store
 6. Auto sales dealership
 7. Florist
 8. Airline
 9. United States Postal Service delivery
 10. Ice cream store
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**Answers to
Evaluation:**

1. Product
2. Service
3. Service
4. Product
5. Product
6. Product
7. Product
8. Service
9. Service

Products

Services

Goal #1

A. Open a television sales business in
_____ by the end of the month.

B. Open a television sales business in
_____ by the end of
_____.

C. Open a television sales business in
_____ that sells television sets, related
parts, and provides repair services by
_____.

Goal #2

A. Lease the retail space at _____
for a television sales business for 2 years.

B. Lease the retail space at _____ for a
television sales business for 6 months.

C. Buy the retail space at _____ for a
television sales business for 1 year.