

This Brand Is My Brand

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SUBJECT(S): Entrepreneurship

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

Travel to any mall today and you will see the under 18 demographic searching for that special deal on the right brand; looking for the newest coolest item that will impress your friends. The article, *The Well-Dressed World of Kate D’Arcy, Organic Fashionista*, from the Wharton Global Youth Program website, established a strong foundation for introducing the product planning concept of branding. This lesson provides a discussion of the elements of branding with integration of today’s market trends and image building.

≡ RELATED ARTICLES:

- [“The Well-Dressed World of Kate D’Arcy, Organic Fashionista”](#)
- [“The Secret Life of Internet Trolls”](#)
- [“NOMsense Bakery and the Nuances of ‘Dessert Maximalism’”](#)
- [“Educator Toolkit: Digital Footprints”](#)
- [“Corn Flake Innovation and the Battling Brothers Behind the Kellogg’s Brand”](#)
- [“Career Spotlight: Scientist Charu Chaudhry on Life in a Big Biopharmaceutical Lab”](#)
- [“Breaking Down Community Barriers: The Fight for Environmental Justice”](#)

Purpose: After completion of this lesson, students will be able to identify methods of branding used in today’s consumer market (fashion). In addition, students will understand the importance of developing a strong brand image.

Objectives: This lesson focused on the NBEA Standards (Product Services Management):

- Define product mix.
- Define business image.
- Explain product positioning.
- Explain the role of branding.

Resources/Materials: The following resources will be needed to implement this lesson on entrepreneurship traits:

1. Technology: Internet access (make sure applicable websites are unblocked by tech support), computer lab/laptop cart with presentation software and LCD projector. (Smartboard in place of whiteboard if technology is available.)
2. Teacher resources: Anticipatory Set Guide, whiteboard/markers. Teacher will need to have some knowledge of branding, product mix, product positioning, and business image. Online resources from the Wharton Global Youth Program website: [The Well-Dressed World of Kate D’Arcy](#), [Organic Fashionista](#), [Mall Madness: Behind the Scenes of an American Shopping Mecca](#), and [Career Insider: Fashion Buyers Play by the Numbers](#).
3. Anticipatory questions should include at least the following:
 - What brands do you see in the room?
 - What is the brand image of <insert the most noticeable brand in your class here>?

Activities and Procedures

1. Teacher guides students through the anticipatory set as stated in previous section. he key issue: What parts of this lesson can I adapt to fit my classes strengths and weaknesses.
2. Students read the article from the WGYF site, [The Well-Dressed World of Kate D’Arcy](#), [Organic Fashionista](#).
3. Teacher discusses the article in relation to branding and brand image.
 1. Key elements from the article:
 1. Kate D’Arcy and her branding “Katherine Jessica” and Toggery collection
 2. Eco-friendly fashions (organic fashion lines)/eco boutiques

3. Organic clothing misconception: “If it’s organic, it’s probably overpriced, or very dull, earth-toned.”
4. Using presentation software, the teacher shows 5-10 fashion brand logos to the class and discusses brand image and product positioning of each.
5. The teacher then identifies brands within the room that the students are wearing through a polling of the students and writes them on the board.
6. Using the information from the article (D’Arcy’s development of the brand), have the class pick the brands that may have followed the same product planning path from the list on the board. Teacher should discuss the entrepreneurship side of the fashion industry and relate it to the article.
7. Teacher can then discuss the impact of the product mix on store marketing efforts, including box stores, environmental issues (link to article), and promotion. Utilize the computers/laptops for the students to search the Internet. Look at the big box stores.
 1. Optional: Opportunity to incorporate [Mall Madness: Behind the Scenes of an American Shopping Mecca](#) from the WGYP site. Discussion could include types of stores at the local mall and the branding aspects of different types of stores. Which stores at the mall have organic brands?
8. Closure Activity: Wrap up discussion of the article by showing the D’Arcy collection through the projector and Internet access....discuss with the class...What does the future hold? How could D’Arcy position the product image in different ways? (big box store v. specialty shops)
 1. Optional: Opportunity to incorporate [Career Insider: Fashion Buyers Play by the Numbers](#) from the WGYP site Discussion could focus on career tracks in the fashion industry linked to the other article (D’Arcy). Bring out the numbers from the article. What is the success rate? What characteristics are needed for your fashion success? Eco-Friendly fashion: Is it a fad?

Tying it all Together:

Surprisingly, a class that was mostly males was very interested in the discussion on branding and fashion. Using the fashion brands in the room, the students discovered trends with their market segment and were able to discuss the effects of marketing on them. While my school district student body is upper middle class, some students do not have the typical upper middle class brands. We discussed the building of the brand image, focusing in part on Levi Strauss and its marketing. In addition, the discussion of the brands at the beginning using the power point and brands was very effective for getting the students interested in the lesson. The technology worked flawlessly (after I got the sites unblocked by tech temporarily) and the students were able

to search big box store product lines, which led to an impromptu discussion on the difference between Target and Walmart....Great learning going on.

Future activities that can be linked to this include:

- Research and compare brand-buying habits of the international market or of another country.
- Work with another marketing program in another part of the country to discuss brand-buying habits, set up a compare and contrast session via Skype.
- Develop with the Family Consumer Science Department a redesign of a fashion related product, including developing a brand, and then market and sell the product to the school community.
- Research the influence of technology (social media) on branding.
- Invite a guest speaker from a big box store to talk about the influence of store brands on the product mix of the store.

What worked and what I would do differently next time.... Technology worked flawlessly this time (make sure the sites are unblocked by tech). The flow of the lesson was ideal for the class period (45 minutes) and the article discussion was the best we have had. (maybe because it dealt with fashion). The interactivity of the lesson with the students doing an impromptu market segment survey of the class worked well and added great realism.

Improving upon this lesson.... As mentioned in the future activities section, getting a more interactive feel for the subject matter would be good. A guest speaker from the local box store would greatly enhance the discussion. A linkage to more marketing trends with other products that are around the school would help with the brand image discussion (cars, drinks, etc). While I can't control the scheduling and rosters, it would be better from a discussion point of view to have a more diverse class — with more females to add their shopping/brand expertise.