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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Marketing |
| **Course Name** | Fashion Marketing |
| **Lesson/Unit Title** | Distribution and Finance |
| **TEKS Student Expectations** | **§130.383. (c) Knowledge and Skills**  (5) The student knows that distribution channel members facilitate the movement of products  (A) The student is expected to explain channels of distribution for fashion products  (B) The student is expected to describe activities of each channel member in the fashion industry |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will be able to:   1. Explain channels of distribution for fashion products. 2. Describe activities of each channel member. 3. Acquire knowledge of distribution systems to understand their role in retailing. 4. Assess distribution strategies to improve effectiveness and minimize costs. 5. Identify sources of financial assistance. |
| **Rationale** | Students learn about the various distribution channels to move fashion products. |
| **Duration of Lesson** | 2 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * E-tailing- the process of doing retail business via the Internet * Manufacturer[-an entity](http://www.businessdictionary.com/definition/entity.html) that [makes](http://www.investorwords.com/10256/make.html) goods in a [process](http://www.businessdictionary.com/definition/process.html) involving [raw materials,](http://www.businessdictionary.com/definition/raw-material.html) [components,](http://www.businessdictionary.com/definition/component.html) or [assemblies,](http://www.businessdictionary.com/definition/assembly.html) usually on a large [scale](http://www.businessdictionary.com/definition/scale.html) with different [operations](http://www.businessdictionary.com/definition/operations.html) divided among different [workers.](http://www.businessdictionary.com/definition/worker.html) Commonly used interchangeably with [producer.](http://www.businessdictionary.com/definition/producer.html) * Vendor – an organization that supplies specific goods or services to the business markets and/ or organizational markets. Retailing definition: any firm from which a retailer obtains merchandise. * Retailer-a merchant middleman who is engaged primarily in selling to ultimate consumers. One retailer may operate a number of establishments. * Direct channel-a channel whereby goods and services are sold directly from producer to final user without involvement of other independent middlemen. * Distributor-distribution is common at the wholesale level and the manufacturer expects strong promotional support. It is often a synonym for wholesaler. * Indirect channel-a channel of distribution of products that involves one or more steps, or intermediaries. * Wholesaler[-person](http://www.businessdictionary.com/definition/person.html) or [firm](http://www.investorwords.com/1967/firm.html) that [buys](http://www.businessdictionary.com/definition/buy.html) large [quantity](http://www.businessdictionary.com/definition/quantity.html) of [goods](http://www.businessdictionary.com/definition/goods.html) from various [producers](http://www.businessdictionary.com/definition/producer.html) or [vendors,](http://www.businessdictionary.com/definition/vendor.html) [warehouses](http://www.businessdictionary.com/definition/warehouse.html) them, and [resells](http://www.investorwords.com/10903/resell.html) to [retailers.](http://www.businessdictionary.com/definition/retailer.html) Wholesalers who carry only non-competing goods or [lines](http://www.businessdictionary.com/definition/lines.html) are called [distributors.](http://www.businessdictionary.com/definition/distributor.html) * Channel of distribution-the path a product takes from the producer to the consumer * Financing-the means of getting the money to pay for the operation of a business |
| **Materials/Specialized Equipment Needed** | * Ekstrom, G., Justiss, M., & Glencoe/McGraw-Hill. (2006). *Fashion marketing*. New York: Glencoe/McGraw Hill * Professional marketing association websites * Small business assistance websites * Computer and Projector |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Learner Preparation**  Ask the students to think about the last piece of clothing they purchased. Did they go to a store? Did they purchase it online? Ask them “How do fashion marketers get products to potential customers?” Discuss answers.  **Lesson Introduction**  **SAY**- Fashion Merchandise and products in general undergo quite a journey before they arrive at their final destination, the consumer. The journey is channel distribution. There are two types of channel distribution: direct and indirect.  **SHOW**- The students a simple product image that would be sold in a direct channel of distribution (Ex: breadfrom bakery (on slideshow).  **ASK**- Say: “Here is a loaf of bread from a local bakery.” Did it go through a direct or indirect channel ofdistribution?  **SAY**- A direct channel of distribution is a path of distribution in which products are sold by the producerdirectly to the customer.  **SHOW**- The students a product image of a professional team football jersey. Did this jersey go through a director indirect channel of distribution?  **SAY**- An indirect channel of distribution is a path of distribution of products that involves one or more steps, or intermediaries. For example, a product moves from the manufacturer, to the wholesaler, to the retailer, and finally to the consumer.  **SAY**- Most fashion products take the indirect channel of distribution, due to materials and cost. |
| **Direct Instruction \*** | I. Channels of Distribution  A. Direct Channel  B. Indirect Channel  II. Distribution Strategies   1. What is the best method?   III. Distribution Systems  A. Manufacturer  B. Wholesaler  C. Retailer  IV. Fashion Soft-Goods Chain  A. Textile segment  B. Apparel segment  C. Retail segment  V. Financing  A. The importance of planning  B. Sources of assistance  (Day 1) After the introduction, students will fill out the vocabulary terms handout. Go over and discuss all meanings and terms. Students will then write down 4 products in the fashion industry that would go through a direct channel of distribution and 4 products that would go through an indirect channel of distribution. Have them give their opinion on what they feel the best method of distribution is for that product.  (Day 2) Explain the distribution systems and the three channels of distribution within the soft-goods chain. Explain that in order for merchandise to get to the customer on a timely basis, marketers must consider the distribution of goods. This includes financial planning, pricing, and methods of physically moving and storing goods. Discuss the importance of financial planning in the fashion industry.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Guided Practice \*** | (Day 1) Channels of Distribution lesson (above)  (Day 2) Explain the distribution systems and the three channels of distribution within the soft-goods chain.  Discuss the importance of financial planning in the fashion industry.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | (Day 1) Students will write down 4 products in the fashion industry that would go through a direct channel of distribution and 4 products that would go through an indirect channel of distribution.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Lesson Closure** | Ask students to answer the following questions aloud:   * What are the channels of distribution? * What is a manufacturer? * What is a wholesaler? * What is a retailer? * What are the three specific segments in the soft-goods chain? * Why is planning important in finance? |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  Teacher will observe students during assignment. Teacher will move about the classroom, providing feedback and making sure that students are on task.  **Formal Assessment**  Students will be evaluated on their Fashion Product Assignment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/**  **Teacher Preparation** | * Teacher will review the terms in the outline, slideshow, and handouts to become familiar with lesson. * Teacher will have assignments and vocabulary words ready to distribute to students. * Teacher will have websites and pictures ready on projector for visual learning and comparison. * Ekstrom, G., Justiss, M., & Glencoe/McGraw-Hill. (2006). *Fashion marketing*. New York: Glencoe/McGraw Hill * Professional marketing association websites * Small business assistance websites |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Have students come up with companies who distribute products to their customers in an efficient manner.  Discuss the strategies these companies use to keep their customers happy. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA, FCCLA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)