

Course Title: Fashion Merchandising

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| Unit: 1 | Retail Industry |
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| Content Standard(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 1. Explain the impact of globalization on the fashion industry. 2. Critique design and buying centers of the fashion industry. 3. Assess the impact of fashion cycles on the fashion industry. 4. Compare factors affecting fashion trends and fads. 5. Interpret fashion styles and trends as they relate to a designer’s line. 6. Analyze consumer behavior and attitudes toward shopping in relation to the retail industry. 7. Analyze the cycling process of forecasting, planning, and buying for the retail industry. |
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| Learning Objective(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the impact of globalization on the fashion industry. 2. Analyze design and buying centers in the fashion industry. 3. Evaluate the impact of fashion cycles on the fashion industry. 4. Assess factors affecting fashion trends and fads. 5. Analyze fashion styles and trends in relation to a designer’s line. 6. Evaluate the shopping behaviors and attitudes of consumers in relation to the retail industry. 7. Analyze the cycling process as it relates to the retail industry. |
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| Essential Question(s): | <p>How does globalization affect the fashion industry? What is the impact of consumers and their shopping choices on the forecasting and buying decisions for the retail industry? How does the fashion cycle impact the fashion industry? What factors affect fashion trends and fads? How do fashion styles and trends influence a designer’s line? What is the impact of design and buying centers on the fashion industry? What are the stages of the fashion cycle process?</p> |
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| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
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| <p>I. Retail Industry A. Globalization and the Fashion Industry</p> | <p>10 + 5 Discussion: The teacher discusses: What is globalization? What is its impact of globalization on the fashion industry?</p> | <p>Lead Questions</p> |

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| <p>B. Fashion Industry</p> <ol style="list-style-type: none"> 1. Design centers 2. Buying centers | <p>PowerPoint Presentation: The Fashion Industry in Today's World</p> <ul style="list-style-type: none"> • Imports • Exports • Exchange of money • Free Trade • Protectionism • Dumping • World Trade Organization • World's Major Trade Regions • International Sourcing • U.S. Trade Deficit • Apparel Imports • GATT Talks • Multitier Arrangement (MFA) • NAFTA <p>Globalization Research Project: Students select one of the world's major trade regions for fashion and research its culture, standard of living, fashion products produced, and the impact this region has on the United States fashion industry. Share Out.</p> <p>Student Garment Project: Students read the labels on 25 pieces of clothing and record on a chart the type of garment and where the garment was constructed. Students list sources and then determine the percentages of clothing coming from various countries. Class combines sources and reacts to the findings. Report Out</p> <p>10 + 5 Discussion: What is a Design Center?</p> <p>Buzz Session: Students share where they think the design centers are located in the world and U.S.</p> | <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Research Project Rubric Computers Web sites Internet References</p> <p>Guidelines for Project Chart Calculators Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> |
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Quick Paper on Design Centers:

Students select a design center and research the impact the design center has on the fashion industry. They create posters to describe their findings.

- Paris
- Milan
- New York City
- London
- Tokyo
- Los Angeles
- Dallas
- India
- Italy
- Canada
- China and Hong Kong
- Taiwan
- Central America
- South America

10 + 5 Discussion:

The teacher discusses why buying centers are important?

Buying Centers Project:

Students research the concept of buying centers. They determine characteristics of buying centers, the major buying centers of America, and how manufacturers present their lines to buyers.

Virtual Field Trip:

Students take a virtual field trip to New York, Los Angeles, or Paris. Students answer questions that show how the makings of the cities impact the fashion industry.

Guidelines for Paper

Computers
Internet
Web sites
References
Rubric
Art Supplies
Poster Board

Lead Questions

Guidelines for Project

Rubric
Computers
Internet
Web sites
References
Lead Questions

Computer
Internet access
CTX
Web sites
Lead Questions

C. Impact of Fashion Cycles to the Retail Industry

Teacher Talk:

The teacher reviews the Stages of the Fashion Cycle

- New style is introduced
- It increases in popularity
- It is worn by many people
- It decreases with popularity
- Discarded for a new style

Fashion Cycle Project:

Students brainstorm apparel styles that have been popular in the past and in the present. They select a fashion style and track the garment throughout the fashion cycle. Also, they select a fashion style worn today and track it through the cycle. Students write paragraphs describing their findings. They create a display poster using a timeline to mark each stage of the cycle, to include where it is now. Using fashion magazines, students include pictures of this apparel style on the display poster. Display posters in the classroom or in the hallway.

Quick Talk:

Students discuss the importance of fashion change.

PowerPoint Presentation:

Theories of the Fashion Movement

- Trickle-Down Theory
- Trickle -Up Theory
- Trickle - Across Theory

Fashion Movement Research and Report:

Students research and write a report on the principles of the fashion movement and determine factors that slow down and speed-up the fashion movement. Report Out.

Lead Questions

Guidelines for Project
Rubric
Computers
Internet
Web sites
References
Fashion Magazines
Fashion Ads
Lead Questions
Art Supplies
Poster Board

Lead Questions

PowerPoint Presentation
Computer
CTX
Notes
Lead Questions

Guidelines for Report
Computers
Internet
Web sites
References
Fashion Magazines
Lead Questions

D. Fashion Trends and Fads

Quick Talk:

The teacher reviews the definitions for fashion trends and fads.

Fashion and Trend Activity:

Students research and list fashions that can be classified as fashion trends or fads. They describe why the fashions are a fad or trend. They identify clothing worn by their peers as fads or clothes that are setting the stage to be trends. They create a fashion trend and fad. Share Out.

Four Corners of Fashion Activity:

Using poster board, label the four corners of the room with 1) fashion designers, 2) media (movies, magazines, Internet and television, 3) celebrities and sports figures, and 4) family and friends. Have students stand by the corner they think most greatly influences fashion trends and fads. They list their evidence to support their points of view on the posters. Each group shares their point of view with the class. After all presentations are completed, students have one minute to reflect on their chosen corner. When time is up, they have 30 seconds to change corners if their opinion changed based on what they have heard. Teacher then discusses how each of the corners affects fashion trends and fads.

Quick Talk:

The teacher discusses why it is important for designers to present their garments in a collection including several different lines.

Fashion Collection Project:

Students research the topic Fashion Collection and Lines. They select a designer and trace

Lead Questions

Guidelines for Activity

Rubric

Computer

Internet

Web sites

References

Fashion Magazines

Teen Magazines

Guidelines for Activity

Poster Paper

Lead Questions

Markers

Poster Board

E. Designer's Line

1. Fashion styles

2. Fashion trends

Lead Questions

Guidelines for Project

Rubric

Computers

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| <p>F. Shopping in Relation to the Retail Industry</p> <ol style="list-style-type: none"> 1. Consumer behavior 2. Consumer attitudes | <p>his/her line through a couture collection for the fall-winter collection shown in February/March or the spring-summer collection shown in September/October. They describe how the collection has influenced fashion styles and trends.</p> <p>Designer Activity: Students describe where they would look for inspiration when creating a fashion line for today's teens. They describe their inspiration and draw a sketching of their fashion line.</p> <p>10 + 2 Discussion: How consumer shopping behaviors influence the retail industry is discussed.</p> <p>Table Talk, Write, and Share:</p> <ol style="list-style-type: none"> 1. Make a list of advertising slogans that influence people to buy. How do the slogans influence buying behavior? 2. Is every sale item a bargain for you? 3. Where do you and your friends like to shop? What makes this your favorite place? 4. How does impulse buying affect your clothing budget? <p>Consumer Behavior Activity: In groups of four, students design a survey to determine how consumer attitudes and behaviors affect their shopping decisions and the retail industry. They use their survey to interview 10 people. They summarize results and present to class.</p> | <p>Internet Web sites References Fashion Magazines Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Fashion Magazines Lead Questions Art Supplies Lead Questions</p> <p>Guidelines for Activity Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Web sites Internet References</p> |
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G. The Merchandising Cycle

1. Forecasting
2. Planning
3. Buying

Home Shopping Activity:

Students watch clips from a home shopping television show. They describe what methods are used to entice viewers to buy? Would they buy the products shown?

Guest Speaker:

Have a Fashion Buyer from a local retail store talk to the students about how their store/shop determines what to buy as it related to forecasting, planning, and buying.

Quick Talk:

The teacher discusses that before a product is marketed, it is necessary for fashion businesses to do the necessary planning to ensure that the products are what the customers want and will buy.

PowerPoint Presentation:

The Fashion Product Mix

Product Development Research Paper:

Students research the product development process and the fashion merchandising cycle used in the fashion industry. The following concepts are to be addressed in their findings:

- Market Research and Fashion
- Economic, Global, and Technological Influences
- Cultural and Artistic Resource
- Product Assortments
- Market Analysts
- Market Segmentation
- Merchandise Information Systems
- Merchandising Planning
- Merchandising Burying

Guidelines for Activity

Rubric

Video of Home Shopping Television

Lead Questions

Guest Speaker

Lead Questions

Lead Questions

PowerPoint Presentation

Computer

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Lead Questions

Guidelines for the Research Paper

Rubric

Computers

Internet

Web sites

References

Fashion Magazines

Lead Questions

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| | <ul style="list-style-type: none"> • Merchandising Selling <p>Fashion Product Development Project: In groups of two, students create a fashion product and trace the product through the development stage and the fashion marketing mix of planning, buying, and selling. Students present projects to class.</p> | <p>Guidelines for the Project Rubric Computers Internet Web Sites References Fashion Magazines Lead Questions Art Supplies</p> |
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| Unit Assessment: | Globalization Research Project, Student Garment Project, Quick Papers, Buying Center Project, Fashion Cycle Project, Fashion Movement Research and Report, Fashion and Trend Activity, The Four Corners of Fashion Activity, Fashion Collection Project, Designer Activity, Consumer Behavior Activity, Home Shopping Activity, Product Development Research Paper, Fashion Product Development Project, Class Participation, and Rubrics |
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| Unit/Course CTSO Activity: | Student participation in STAR Events – Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview. |
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| Unit/Course Culminating Product: | Students create their own fashion-related business. |
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| Course/Program Credential(s): | <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Fashion, Textiles and Apparel and/or Broad Field Family and Consumer Sciences |
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Course Title: Fashion Merchandising

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| Unit: 2 | Fashion Business Operations |
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| Content Standard(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 8. Compare the structure and organization of various retail operations, including factors related to customer service, safety, and security in the fashion industry. 9. Describe factors to consider when preparing financial and merchandise assortment buying plans. <ul style="list-style-type: none"> • Identifying divisions within companies of apparel and manufacturers and retailers 10. Interpret effects of security and inventory control of apparel manufacturers and retailers. 11. Describe principles and practices involved with human resource management in the retail industry. 12. Assess ways technology impacts fashion design, apparel distribution, and marketing. |
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| Learning Objective(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze the structure of various retail operations including factors related to customer service, safety, and security in the fashion industry. 2. Explain factors to consider when preparing financial and merchandise assortment buying plans. 3. Determine divisions within companies of apparel manufactures and retailers. 4. Discuss effects of security and inventory control on apparel manufacturers and retailers. 5. Describe human resource management practices and principles related to the retail fashion industry. 6. Assess ways technology impacts fashion design, apparel distribution, and marketing. |
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| Essential Question(s): | <p>How does a fashion retailer successfully organize and manage a fashion retail business? What is the impact of store security and inventory control on apparel manufactures and retailers businesses? What is the impact of technology on fashion design, apparel distribution, and marketing? What principles and practices are involved in the human resource management aspect of the fashion retail industry?</p> |
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| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
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| II. Fashion Business Operations A. Structure and Organization 1. Fashion businesses a. Industry segments b. Fashion business organization 2. Fashion retail firms 3. Types of apparel retailers | <p>10 + 5 Discussion: The types of businesses included in the fashion industry are discussed.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Fashion Industry Segments • Fashion Business Organization | <p>Lead Questions</p> <p>PowerPoint Presentation Computer Internet Lead Questions CTX</p> |

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| | <p>Fashion Segment Activity: Students research the primary, secondary, and tertiary market segments in the fashion industry. They identify and describe the segments and give examples from the U.S. fashion industry. Report Out.</p> <p>10+ 5 Discussion: The teacher discusses the three types of business organizations.</p> <p>Fashion Organization Activity: Students research the three types (sole proprietorships, partnerships, and corporation) of business organizations in the fashion industry. They identify advantages and disadvantages of both and give examples of each fashion organization within the U. S. fashion industry. Share Out</p> <p>Teacher Talk: The teacher discusses how retail businesses manage their resources to satisfy customers while at the same time making profit.</p> <p>PowerPoint Presentation: Functional Areas Fashion Retail Businesses</p> <ul style="list-style-type: none"> • Merchandising • Financial control • Store operations • Personnel • Sales Promotion <p>Brainstorming Session: Students brainstorm the types of retail stores in which they purchase apparel and accessories.</p> | <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Fashion Magazines</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Fashion Magazines</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lead Questions</p> |
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| <p>B. Customer Services</p> <ol style="list-style-type: none"> 1. Types of services 2. Credit services 3. Customer and employee services 4. Customer safety | <p>Retail Research Project: Students research the types of retailers. They describe the types of retailers, advantages and disadvantages of each type, their preferences for shopping in certain businesses, explain why they would shop in these businesses, and provide examples of each of the types of retailers.</p> <p>10 + 2 Discussion: The services retail businesses must provide to keep customers coming back to their businesses is discussed.</p> <p>Brainstorming Session: Students brainstorm a listing of the types of customer services offered by retail businesses. They classify the types of services provided such as self-service, limited service, and full service.</p> <p>Customer Service Activity: Students develop a list of customer services provided by each of the following retailers; a chain discount store, a medium-priced store, and a high-fashion boutique. They develop a customer comment card for one of the stores.</p> <p>Think and Write: Students select a retail business in their community and list services provided by the business and then add services that they wish were offered. Report Out</p> <p>Quick Talk: The teacher discusses how providing credit to customers impacts the retail industry.</p> | <p>Guidelines for Project Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Web sites Internet References Lead Questions Art Supplies Note Cards</p> <p>Lead Questions List of Retail Businesses</p> <p>Lead Questions</p> |
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| <p>C. Financial and Merchandise Assortment Buying Plans</p> | <p>Credit Project: Students research types of credit and other payment services provided by retail businesses. They research 10 retailers and determine the types of credit services available. What type of credit service would they select if offered by a retail business? Explain answer.</p> <p>10 + 5 Discussion: Why customer and employee safety is a major concern for retail businesses is discussed.</p> <p>Quick Write on OSHA: Students will write a short paper on the <i>Occupational Safety and Health Administration (OSHA)</i> and the <i>Occupational Safety and Health Act</i>. They describe standards that apply to the apparel and textile industries and fashion retail businesses. Report Out</p> <p>Pair, Talk, and Share: Students discuss strategies retail businesses use to ensure customer and employee safety. Share Out.</p> <p>10 + 5 Discussion: Factors that impact the buying plans for fashion retailers are discussed.</p> <p>PowerPoint Presentation: Merchandising Planning</p> <ul style="list-style-type: none"> • Buying Plans – Stock turnover • Financial Plan – Dollar merchandise plan (stock-to-sales ration) • Assortment Plan – (Stock-keeping unit, (SKU) | <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Telephone Directory</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> |
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| <p>D. Divisions within Companies</p> <ol style="list-style-type: none"> 1. Textile industry 2. Apparel manufacturers 3. Retailers | <p>Teacher Activity: The teacher contacts a regional apparel mart that is located nearest to their community. The teacher requests copies of any marketing information/materials/directory and promotional kits they have that can be shared with students. Teacher distributes resources to students and they share information included.</p> <p>Guest Speaker: Retail Buyer discusses the buying process, including buying strategy, buying foreign goods, and writing orders.</p> <p>Quick Talk: The teacher discusses that an apparel manufacturer's design or development department plans and creates new fashions for a company. Product managers, designers, and their assistants are all involved in the development of a line of clothing of the manufacturer's product.</p> <p>10 + 2 Discussion: The three major divisions (design, production, and sales) of the textile industry, apparel manufactures, and retailers are discussed.</p> <p>Textile and Apparel Industry Project: Students research the divisions within companies that produce fabric and companies that manufacture apparel. On poster board, students identify the divisions and functions within the textile industries and apparel manufactures. Share Out.</p> <ul style="list-style-type: none"> • Textile Industry <ul style="list-style-type: none"> - Fabric Production - Fabric Marketing - Fabric Distribution • Apparel Manufactures <ul style="list-style-type: none"> - Product development | <p>Market Contact Lead Questions Marketing Kits Marketing Resources</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Art Supplies Poster Board Fashion Magazines</p> |
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- Design Development
- Developing a Simple Garment
- Line Selection
- Production Planning
- Costing
- Purchasing of Piece Goods
- Patternmaking
- Production Scheduling
- Spreading and Cutting Procedures
- Garment Assembly
- Production
- Dyeing and Washing
- Pressing
- Quality Control
- Shipping from Contractor to
Distribution Center
- Filling Orders
- Shipping to Retailers

Teacher Talk:

The teacher discusses that retailing is a service business that is used to move finished goods from manufacturers to consumers. The functions performed by retail businesses are merchandising, financial control, store operations, personnel, and sales promotion.

Retail Business Project:

Students research the functional areas of fashion retail businesses. They identify purposes of the specific areas and the major tasks associated with each area. Using the Types of Retailers Chart, students provide a definition for each type, advantages and disadvantages of each type, and give examples of each type. The student then identifies five retailers that they enjoy shopping with and explain the reasons for their selection.

Teen Survey:

In pairs, students design a questionnaire to determine the number one retailer of teens in five

Lead Questions

Guidelines for Activity

Rubric

Computers

Internet

Web sites

References

Lead Questions

Local Telephone Directory

Types of Retailers Charts

Guidelines for Activity

Rubric

Computers

different types of retail businesses in the community. They conduct the survey with at least ten teenagers. The class compiles the findings and identifies the number one retailer in the categories selected. The information may be published in the school newspaper or local newspaper.

Internet Research on National Retail Chain Project:

Students select a national retail chain and use the Web site address to research the retailer. They design a poster to describe the retailer. Also, they react to the Web site as to consumer information provided. Share Out.

Teacher Talk:

The teacher discusses how store security relates to being prepared for any emergencies, fires or other catastrophes that may take place in the store as well as protection against merchandise or money loss.

Store Security Activity:

Students visit a retail store and write a description of the security precautions observed. If possible, they talk to the manager to discuss the topic further. The student researches strategies to ensure security of customers as well as merchandise and money. Based on the retail store visited, the student designs a security measure for the store. The student justifies measures used. Report Out.

Internet
Web sites
References
Lead Questions
Local Telephone Directory
Types of Retailers Charts

Guidelines for Project
Names of National Chains
Computers
Internet
Web sites
References
Fashion Ads
Fashion Magazines
Art Supplies
Poster Board

Lead Questions

Guidelines for Activity
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Computers
Internet
Web sites
References
Lead Questions
Local Telephone Directory
Chamber of Commerce Directory
Types of Retailers Charts
Letter to Retailers Explaining Activity

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| <p>E. Loss Prevention and Store Profit</p> <ol style="list-style-type: none"> 1. Security and inventory control strategies 2. Cash and credit transition methods 3. Laws 4. Worksite policies | <p>10 + 5 Discussion: The teacher discusses how fashion retailers prevent theft and loss of profit. Retail stores face loss of profit due the risk of extending credit or accepting checks for payment as well as errors cashiers make in ringing up sales and counting change. Also, theft of merchandise causes a loss in profit and higher costs to consumers. The retailer must deal with risk management in operating a successful business.</p> <p>Cash and Credit Transition Activity: Students research how retailers can protect themselves and customers in making cash, credit, and check transactions. Students are given a scenario of a retail business. Based on their research, students identify what they would do as a retailer to protect their business from loss of profit due to cash, debit, credit, or check transactions. Report Out.</p> <p>Loss Prevention Project: With a partner, students develop a loss prevention program for a specific store in the community. They contact the store manager and detail their plan.</p> <p>Quick Talk: The teacher discusses certain laws that protect consumers and retail businesses from crime. Based on the seriousness of the crime committed, the punishment for the crime may result in imprisonment.</p> <p>Laws that Protect Consumers and Retailers Activity: Students research federal, state, and local laws</p> | <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Project Rubric Computers Internet Web sites References Lead Questions Telephone Directory Chamber of Commerce Directory</p> <p>Lead Questions</p> <p>Guidelines for Project Rubric Computers</p> |
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| <p>that impact consumer rights, punish individuals for crimes that may be committed in a retail store, and provide protection for the retailer. Students develop a poster or brochure that communicates this information to consumers.</p> | <p>Internet Web sites References Lead Questions Art Supplies Poster Boards</p> |
| <p>Guest Speaker: The owner or an employee from a local fashion retail store speaks about consequences of shoplifting for persons involved and its effect on consumers.</p> | <p>Guest Speaker Lead Questions</p> |
| <p>Guest Speaker: A local police officer or lawyer speaks about the crime of shoplifting and its punishment.</p> | <p>Police Officer or Lawyer Lead Questions</p> |
| <p>Quick Talk: The teacher discusses that based on the need for security of customers and the protection against loss, it is necessary for retailers to have written policies that protect them.</p> | <p>Lead Questions</p> |
| <p>Read, Think, and Share: Using copies of store policies from various retailers in the community, students read the store policies and discuss them with another student. Together they compile a list of policies that they would implement to protect the business against loss. They present policies to the class.</p> | <p>Store Policies List Questions</p> |
| <p>Policy Project: Students are given a description of a retail business. The description includes some circumstances that may have led to an unsafe environment for customers or employees or the store has lost merchandise or profit from cashing checks, offering credit, or by theft. The student develops written policies to promote a safe and secure business for customers and employees.</p> | <p>Guidelines for Project Rubric Computers Internet Web sites References Telephone Directory Lead Questions</p> |

F. Human Resources Management

1. Principles
2. Practices

Share Out.

Teacher Talk:

The teacher discusses that human resources management is considered one of the most valuable assets of a business. Business ethics describes how a company conducts business. It is how they use moral values in their business dealings. Most large companies will have a code of ethics. This is a written statement that sets principles that guide the workings of the business.

Read, Think, and Share:

Students are given a code of ethics to review. They share their thoughts on the statements made in the code of ethics.

Code of Ethics Project:

In groups of four, students research the topic “code of ethics.” Based on their research, they develop a corporate code of ethics for a retail business. They make posters of their code of ethics and display them in the classroom.

Scenarios on Business Practices:

Using scenarios of business practices demonstrated in a retail business, students use the code of ethics that they developed to determine if the businesses in the scenarios are following the code or not in their business practices. They defend their responses. Students determine if they need to revise their code of ethics based on business practices included in the scenarios. If so, they do. Report Out.

Lead Questions

Copies of Codes of Ethics
Lead Questions

Guidelines for Project
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Computers
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Web sites
References
Lead Questions
Art Supplies
Poster Boards

Scenarios
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Codes of Ethics
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| <p>G. Impact of Technology</p> <ol style="list-style-type: none"> 1. Fashion design 2. Apparel distribution 3. Marketing | <p>10 + 2 Discussion: The teacher discusses that not only should a business have a corporate code of ethics but they should also have a set of standards for employees that set the stage for a productive culture. Discuss topics that may be included in standards used in a retail business.</p> | <p>Lead Questions</p> |
| | <p>Pair and Share: Students discuss value statements that they feel are important in setting a pleasant and productive working environment in a retail business.</p> | <p>Lead Questions</p> |
| | <p>Read, Think, and Share: Using a set of value statements of a retail business, students review the statements and discuss. Share Out.</p> | <p>Lead Questions Sets of Value Statements</p> |
| | <p>Value Statements Activity: In groups of four, students research the topic “value statements.” Based on their research, they develop a set of value statements for a retail business. They make a poster of their statements and display them in the classroom</p> | <p>Guidelines for Project Rubric Computer Internet References Lead Questions Art Supplies Poster Boards Lead Questions Notes</p> |
| | <p>Quick Talk: The teacher discusses how technological changes in the apparel and textile industries are influencing the marketing aspect of the fashion industry.</p> <p>Buzz Session: The class discusses the impact of technology on marketing apparel and textiles. They list their ideas.</p> | <p>Lead Questions</p> <p>Lead Questions</p> |

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| | <p>PowerPoint Presentation: How High-Tech Technology is Changing the Apparel and Textile Industries.</p> <ul style="list-style-type: none"> • Computer-Controlled Automation • Robotics • Computer-Integrated Manufacturing (CIM) • Computer-Aided Design (CAD), • Computer-Aided Manufacturing (CAM) • Data Processing (DP) • Merchandise Information Systems (MIS) • Electronic Data Interchange (EDI) • Value Chain Initiative (VCI) • E-commerce <p>Use of Technology Activity: The teacher writes on slips of paper how technology is used in the marketing of apparel and textiles. Students select a slip of paper and research the technology written on the slip. They describe the technology and provide examples of how the technology is used in marketing. As a whole group, students develop a list of technology used in the apparel and textile industries, including marketing.</p> <p>Field Trip: The teacher plans a field trip to a university that offers a major in fashion and apparel design and fashion merchandising. They visit the design labs to observe how students use technology to create textiles and design fashions and merchandise fashion.</p> <p>Design a Business Project: Students design their own fashion retail business.</p> | <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Slips of Paper Technology List Guidelines for Project Rubric Computers Internet Web sites References</p> <p>Arrangements for Field Trip Lead Questions Permission Slips</p> <p>Guidelines for Project Rubric Computers Internet Web sites References FCCLA Project: Entrepreneurship Event</p> |
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| Unit Assessment: | Fashion Segment Activity, Fashion Organization Activity, Retail Research Project, Customer Services Activity, Credit Project, Textile and Apparel Industry Project, Business Retail Project, Teen Survey, Internet Project, Security Project, Cash and Credit Transition Activity, Loss Prevention Project, Law Project, Policy Project, Code of Ethics Project, Scenarios, Value Statements Project, Use of Technology Activity, Design a Business, Class Participation, and Rubrics |
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| Unit/Course CTSO Activity: | Student participation in STAR Events – Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview. |
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| Unit/Course Culminating Product: | Design their own fashion retail business |
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| Course/Program Credential(s): | <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Fashion, Textiles and Apparel and/or Broad Field Family and Consumer Sciences |
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Course Title: Fashion Merchandising

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| Unit: 3 | Fashion Merchandising |
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| <p align="center">Content Standard(s) and Depth of Knowledge Level(s):</p> | <p>Students will:</p> <ol style="list-style-type: none"> 13. Describe various merchandising techniques used in retail operations. 14. Evaluate various store layout designs, including types of merchandise displayed within each type of layout. 15. Explain the importance of visual merchandising, advertising, and special events to retail sales. 16. Compare factors that determine the price of products sold in the fashion industry. 17. Evaluate principles of marketing and the importance of the marketing mix to a retail operation. 18. Explain methods used by the fashion retailer to determine products to be marketed, including product planning. 19. Determine research strategies used by manufacturers and retailers to help with market segmentation. 20. Compare current trends in non-store retail merchandising. |
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| <p align="center">Learning Objective(s) and Depth of Knowledge Level(s):</p> | <p>Students will:</p> <ol style="list-style-type: none"> 1. Explain various merchandising techniques used in retail operations. 2. Compare store layout designs detailing types of merchandise displayed in each type. 3. Summarize the aspects of merchandise presentation including advantages and disadvantages of merchandising displays. 4. Design displays to entice customers to purchase merchandise. 5. Evaluate pricing considerations and strategies. 6. Explain the concepts of marketing and merchandising as it relates to retail operation. 7. Assess methods of marketing strategies used in product planning. 8. Evaluate research strategies used by manufacturers and retailers to help with market segmentation. 9. Analyze current trends in non-store retail merchandising. |
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| <p>Essential Question(s):</p> | <p>How do fashion retailers promote their products so that consumers will make purchases? What is the influence of the layout of a fashion retail store on the sell of merchandise? What role does visual merchandising, advertising, and special events play in making fashion retail sales? How does a fashion retailer determine the price of products? How are decisions made to determine what products are marketable? What is the impact of market segmentation on apparel manufacturers and fashion retailers? What is the impact of non-store fashion retailers on the consumer's decision to purchase products?</p> |
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| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
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| III. Fashion Merchandising A. Merchandising Techniques | 10 + 2 Discussion: The teacher discusses why with all the | Lead Questions |

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| | <p>competition generated by so many fashion retailers, they must create a competitive edge over their competition. In order to do so, retailers must understand the concepts of marketing and merchandising?</p> <p>Buzz Session: Students discuss the concept of retailing.</p> <p>Quick Talk: Retail businesses are usually organized around six major responsibilities. What are the six major responsibilities of a fashion retail business?</p> <p>PowerPoint Presentation: Major Responsibilities of a Fashion Retail Business</p> <ul style="list-style-type: none"> • Merchandising • Retailing • Marketing • Finance • Real Estate or Store Planning • Human Resources <p>Quick Write: In their own words students define the major responsibilities associated with operating a retail business.</p> <p>PowerPoint Presentation: Strategies used by retailers to compete in the retail world.</p> <ul style="list-style-type: none"> • Value • Service • Uniqueness • Entertainment • Return to city and town retailing • Global expansion | <p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Quick Write Lead Questions</p> <p>PowerPoint Presentation Computer CTX Examples of Strategies</p> |
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| | <p>Retail Strategy Activity: Students research merchandising strategies that retailers implement to increase the number of customers and sales. Using five local fashion retailers, students identify and describe how these retailers can improve their profits by implementing the selected strategies. Share Out.</p> <p>Whole Group Discussion: How does the location of a fashion retail store impact the amount of business generated by the fashion retail store?</p> <p>Store Location Activity: Students research criteria for selecting the location of a fashion retail business. Based on their findings; they determine the best location in the community for a new “trendy” fashion retail business. Also, they research the process for securing the business site, determining the target market, naming the business, specifying the products to be sold, and describing what is unique about the business. Share Out.</p> <p>Quick Talk: Why is it important for a retail business to have its own personality?</p> <p>PowerPoint Presentation: Elements that Create a Unique and Special Store Image</p> <ul style="list-style-type: none"> • Type of merchandise and services • Quality of merchandise and services • Sales associates • Design and layout of the store • Bags and packaging • Colors of the store décor • Store fixtures and equipment • Lighting | <p>Guidelines for Activity Rubric Computers Internet Web sites References Fashion Magazines Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Web sites Internet References Fashion Magazines Lead Questions Chamber of Commerce Directory Telephone Directory</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> |
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B. Store Layout Designs

1. Evaluate
2. Types of merchandise displayed

- Music
- Scent

10 + 2 Discussion:

How does the exterior and interior design of a retail store impact business? Windows, front door, and a store sign(s) are important exterior features. Selling area, fixtures, behind the scenes spaces are related to the interior store design.

Teacher Talk:

The teacher discusses how the customer flow in a retail store is determined by the floor plan/layout and the merchandise to be sold.

PowerPoint Presentation:

Store Layout Designs

- Free-flow
- Spine
- Loop
- Grid

Store Layout Activity:

Students research the four basic types of store layout designs that can be used by fashion retailers. Using graph paper, they draw each of the layout designs. Using the five stores they observed earlier, students determine what layout was used in planning each of the retail stores.

Quick Talk:

The students discuss what is meant by the concept of store décor. Store décor is the style and appearance of the interior furnishings of the retail store. The décor of the store should coordinate with the merchandise to be sold. In

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Computers
Web sites
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References

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PowerPoint Presentation
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Lead Questions
Examples of Store Layouts

Guidelines for Activity
Rubric
Graph Paper
Lead Pencils
Erasers
Computers
Web sites
Internet
References
Lead Questions

Lead Questions
Fashion Magazines

some areas of a department store, a different décor might be used based on the different merchandise.

Brainstorm Session:

Students brainstorm the decors of various fashion retail businesses in the community. They use the decors from the five stores they have already observed.

PowerPoint Presentation:

- Types of Merchandise Retail Stores Carry
 - Staple merchandise
 - Fashion merchandise
 - Seasonal merchandise
 - Convenience merchandise
- Importance of How Merchandise is Presented

Merchandise Presentation Activity:

Students research ways products are hung, placed on shelves, or otherwise displayed for sale and common types of retail fixtures used to display merchandise on walls and in the interior space. They describe how products are displayed and identify the fixtures used in a retail store. They evaluate the five retail stores they observed based on their merchandise presentation. They describe their décor, how merchandise is presented, and the fixtures used to display products.

Store Layout Project:

Using the store created in the Store Layout Activity, students design the floor layout for the store. They identify selling space (space for departments, aisles, counters, fitting rooms, merchandise fixtures, displays and any other interior décor.) and sales support spaces (customer services including restrooms, cashiers, gift wrapping; merchandise receiving and

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PowerPoint Presentation
Computer
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Lead Questions
Examples

Guidelines for Project
Rubric
Computers
Web sites
Internet
References
Lead Questions
Fashion Magazines
Store Visits

Guidelines for Activity
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Graph Paper
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Web sites
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| <p>C. Retail Sales</p> <ol style="list-style-type: none"> 1. Importance of visual merchandising 2. Impact of advertising 3. Impact of special events | <p>distribution; management offices; storage; and staff activities). Students use floor plans and furnishing templates to design the floor layout. Share Out.</p> <p>Evaluation of Store Layout Activity: Using the rubric for the Store Layout Project, students evaluate the floor plan of a class member.</p> <p>Quick Talk: Students discuss the concept of visual merchandising.</p> <p>PowerPoint Presentation: The Concept of Visual Merchandising</p> <p>Buzz Session: Students discuss the visual image portrayed by various retail stores in the community.</p> <p>Store Evaluation Activity: Students select a local expensive apparel store and discount store. In a report, they describe and contrast the visual merchandising of the two stores. They sketch one display area of each store. They include comments about the layout, décor, flooring, lighting, fixtures, and width of aisles, and number and types of displays. They describe the feeling that is communicated to customer in each store. Share Out</p> <p>Quick Talk: What impact do displays have on the business of a retail store? Displays are one of the most important ways to present merchandise to the consumer. They are attention-getting showings of merchandise.</p> | <p>Lead Questions Store Layouts (Floor Plans) Templates Store Visits</p> <p>Rubric Floor Plans</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Lead Questions</p> <p>Guidelines for Activity Report Form Graph Paper Lead Pencils Art supplies Rulers Rubric Lead Questions</p> <p>Lead Questions</p> |
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| | <p>Buzz Session: Students discuss types of displays they have seen in various retail stores. Which displays made them want to purchase merchandise? Why? Which ones created no interest? Why?</p> <p>Display Project: Students research how displays are used to help sell merchandise such as: display styles, locations, merchandise selection and groupings, lighting, props, and signage. Students plan and create a display for the retail store they created earlier.</p> <p>Evaluation Activity: Using the rubric, students evaluate displays.</p> <p>PowerPoint Presentation: Visual Displays</p> <ul style="list-style-type: none"> • Process of Creating Visuals Displays • Planning Window Displays • Creating Window Displays <p>Brainstorming Session: Students brainstorm characteristics of window displays they have seen outside of retail stores.</p> <p>Virtual Fieldtrip: New York City Christmas Windows</p> <p>Teacher Demonstration: Teacher demonstrates how to plan and create window displays.</p> | <p>Lead Questions</p> <p>Guidelines for Display Rubric Computers Internet Web sites Fashion Magazines Art Supplies Store Visits</p> <p>Rubric Lead Questions Displays</p> <p>PowerPoint Presentation Computer CTX Examples Lead Questions</p> <p>Lead Questions</p> <p>Computer CTX Internet Web sites Lead Questions</p> <p>Guidelines for Creating Window Displays Fabrics Apparel</p> |
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| | <p>Window Display Project: Students research how window displays help sell merchandise, the process for designing a window display, theme, props, lighting, merchandise selection, and automation. Using the drawing of a window display, students sketch a window display they can use for their retail business created earlier.</p> <p>Evaluation Activity: Using the rubric, students evaluate window displays.</p> <p>10 + 5 Discussion: What is the area of a business marketing plan that retailers spend the largest amount of money on?</p> <p>Research Report on Types of Advertising Used by a Fashion Retailer: Students write a research report on the types of advertising used in a fashion retail business, advantages and disadvantages of each type of advertising, the cost of each type of advertising, and the expected returns on each type of advertisement. Report Out.</p> <p>Advertising Campaign Activity: Students analyze the advertising campaign of a large local chain fashion retail store. They search newspapers covering a one month period and clip and save the store's advertisements. Students answer the following questions: Are they always on the same page of the newspaper? Do they have a high fashion image or popular appeal? Do they show the merchandise to good advantage? Are the advertisements effective? What other types of advertisements do they use?</p> | <p>Guidelines for Window Displays Rubric Computers Web sites Internet Fashion Magazines Drawing of Window Displays Art Supplies References</p> <p>Rubrics Window Display Projects</p> <p>Lead Questions</p> <p>Guidelines for Research Report Computers Internet Web sites Rubric Fashion Magazines References Apparel Ads Lead Questions</p> <p>Guidelines for Advertising Campaign Computers Web sites Internet Rubric Fashion Magazines References Fashion Ads Lead Questions</p> |
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| | <p>Newspaper/Magazine Activity: Students find three advertisements in newspapers or magazines for similar products offered by different retailers (example might be type of sweater, jacket, or jeans). In a written report, they explain what the ads illustrate and how each ad is different.</p> <p>Advertising Campaign Project: Students design an advertising campaign for the business they created earlier. Share Out.</p> <p>Teacher Talk: Promotion is a form of retail communication used by retailers to inform the public of the products and services as well as enhance the store image.</p> <p>Brainstorming Session: Students brainstorm promotional activities they have observed offered by retailers in their communities.</p> <p>PowerPoint Presentation: Types of Promotion</p> <ul style="list-style-type: none"> • Sales promotion • Publicity and public relations • Advertising • Personal selling. • Promotional Mix is the manner in which a retailer combines the four types of promotion. All four promotional types must work together to enhance the store's | <p>Guidelines for Activity Rubric Computer Internet Newspapers Ads Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Newspapers References Ads Fashion Magazines</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> |
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business.

- Promotional activities are classified as non-personal or personal.
- Merchandise promotion is when merchandise is involved in the promotion.

10 + 5 Discussion:

Students discuss why a fashion retailer must make a decision to carefully plan promotional activities. Promotion just doesn't happen in a retail store, it must be carefully planned using a fashion promotion plan. This plan identifies the money set aside from the budget for promotion, preparations necessary to implement the promotion, and any specific details about the promotional events planned. About 5% to 10% of the operation budget is spent on promotion. Retail fashion marketers develop promotional plans in six-month increments. This period is between February and July and August through January.

Quick Talk:

Discuss that in order to pay for promotional activities included in the promotional mix retailers must include promotion in their budget.

Promotional Plan Activity:

Students research the four types of promotion used by retailers. They design a promotional campaign using the promotional mix for the retail business. Share Out.

10 + 5 Discussion:

The teacher discusses what is meant by the concept public relations? Public relations is any activity that creates a positive image for the retailer. Publicity is any unpaid

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Fashion Magazines

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| <p>D. Determining Price of Products</p> | <p>acknowledgement of a business, its employees, or its merchandise.</p> <p>Brainstorming Session: Students brainstorm examples of free publicity received by retail businesses in their communities.</p> <p>Publicity Activity: Using the retail business they created, students describe two promotional activities that provide free publicity for their business.</p> <p>Teacher Talk: The teacher discusses that the pricing of apparel begins with textiles. The quality and construction of the fabric is the foundation of the garment. The reputation of the designer, labor needed to construct garment, the complexity of the style and detailed construction techniques affect the price. The retailer determines the selling price or retail price the consumer will pay for the merchandise. The price point is the dollar amount of the product offered for sale.</p> <p>PowerPoint Presentation: Strategies Used to Price Items Pricing Calculations</p> <ul style="list-style-type: none"> • Odd-figure pricing • Loss leaders • Overbuying • Markups • Price reductions | <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Web sites Internet Fashion Magazines Newspapers Ads Catalogs Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer Internet Lead Questions Examples Calculator</p> |
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| <p>E. Retail Operations</p> <ol style="list-style-type: none"> 1. Evaluate principles of marketing 2. Importance of marketing mix | <p>Quick Talk: How is the selling price determined? The selling price is determined by fashion marketers in relation to achieving the most profit, obtaining the most sales volume, being competitive, and presenting an image. The selling price is calculated by adding together the cost of the product, operating expenses, and profit.</p> <p>Price Calculations Activity: Using scenarios of how a retailer wants to price his/her merchandise assortments, students calculate the cost of the merchandise.</p> <p>Pricing Classifications Activity: Students research the pricing classifications used by fashion retailers to determine the quality of the garment. They describe each of the five price levels and identify examples of each level.</p> <p>10 + 5 Discussion: What is meant by the concept of marketing? Marketing is the process of identifying customers, determining their needs and wants and providing them with desirable goods and services at the right price but at the same time ensuring a profit</p> <p>Quick Talk: The teacher discusses how apparel products are bought and sold in a market economy. In the U.S. market, people freely choose what products and services to purchase. Choices determine what products are offered and their prices. It is important that an individual working in the fashion merchandising world understands basic economic concepts.</p> | <p>Lead Questions</p> <p>Guidelines for Activity Scenarios Lead Questions Calculators</p> <p>Guidelines for Activity Rubric Computers Internet Web sties References Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> |
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| | <p>PowerPoint Presentation: Economic Concepts</p> <ul style="list-style-type: none"> • The Free Market System • Profit Motivation • Competition • Supply and Demand <p>Teacher Talk: The teacher discusses that the fashion industry includes the design, manufacturer, distribution, promotion and selling of textile and apparel products. Manufacturers are the producers of the goods. Retailers are the businesses that sell the products and provide services to consumers. Consumers are individuals who purchase the products and services.</p> <p>Quick Talk: How do fashion retailers purchase products? (Venders/manufactures, globally through imports, or develop own brand).</p> <p>Brainstorming Session: As a review, students list where fashion retail businesses are located.</p> <p>10 + 5 Discussion: Students discuss why it is important for retailers to have a clear understanding of the marketing mix, marketing strategies, and functions of marketing. In order for retailers to meet the wants and needs of consumers and still make a profit, it important for them to have a clear understanding of the marketing mix, marketing strategies, and functions of marketing.</p> <p>PowerPoint Presentation: The Marketing Mix and Fashion Mix</p> <ul style="list-style-type: none"> • Marketing Mix • Marketing Strategies | <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation CTX Computer Lead Questions Examples</p> |
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- Functions of Marketing

The Marketing Mix Activity:

Students research the marketing mix. They select a fashion retailer in the community. They describe how each of the four Ps (product, place, price, and promotion) influences the targeted market and business of the retailer.

Teacher Talk:

The teacher discusses that the goal of fashion marketers is to utilize marketing strategies that increase business thus profits. This is done by increasing the number of customers, increasing the average transaction, and increasing the frequency or repurchase.

PowerPoint Presentation:

The Functions of Marketing

Functions of Marketing Activity:

Students research the functions of marketing more in-depth. In teams, students take on the role of fashion marketers. They select a type of retail business and determine the goods and services to be sold in the establishment. They describe how they determined their target market. Using the marketing mix and functions of marketing they identify merchandising techniques to use to increase customers and thus profit. Share Out.

Quick Talk:

Fashion products include goods that are produced and services that are performed. Fashion goods include apparel, textiles, and

Guidelines for Activity

Rubric

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Telephone Directory

Chamber of Commerce Directory

Lead Questions

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PowerPoint Presentation

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Computer

Lead Questions

Examples

Guidelines for Activity

Rubric

Computers

Internet

Web sites

References

Fashion Magazines

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F. Product Planning

accessories. Fashion services are provided by producers, retailers, cosmetologist, stylist, and other individuals.

Teacher Talk:

The teacher discusses retailers must do planning to market products that consumers will want and purchase. Product planning includes conducting market research and making decisions about what products to include in a product mix and product assortment. The product mix is the total selection of goods and services that a manufacturer makes or sells.

Product Development Activity:

Students research the fashion product mix and the process of product development. They define the concepts of product assortments. Using the information discussed, students determine products to be marketed in their own retail business.

Teacher Talk:

The teacher discusses the responsibilities of merchandising, retail organization, and marketing are all related to sales. Merchandising is a major component of marketing. It is the process where products are obtained for resale and sale promotion of product is generated. Merchandising involves the processes of planning, buying selling.

Merchandising Concept Activity:

Students research characteristics that lead to the right merchandise blend. They identify five local fashion retailers. They determine if products sold by the retailers have the right merchandise blend. Report Out.

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G. Market Segmentation Strategies

10 + 5 Discussion:

The teacher discusses how merchandising is promoted by the fashion industry? (Brands, privately-label brands, and licensing)

Branding and Licensing Activity:

Students research how brands and licensing are used in the fashion retail industry to promote the sale of merchandise. They describe the process of how to license products. They select either a brand or licensed product and describe it to the class.

10 + 5 Discussion:

The teacher discusses how fashion executives try to satisfy the wants and needs of particular consumer groups? These groups are defined as market segments.

Buzz Session:

Students discuss consumer groups that market research companies, manufacturers, and retailers focus on when addressing demographic and psychographic studies.

- Gray Market
- Baby Boomers
- Generation X
- Generation Y
- Ethic Diversity
- Working Women
- Larger Sizes
- Comfort
- Value of Time

Quick Talk:

Students discuss why fashion retailers gather data about consumers?

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| | <p>Brainstorming Session: Students brainstorm what information retailers want to collect on consumers.</p> <p>Quick Write: Students research the concept of target market and market segmentation. They identify and describe the characteristics of the target market used by fashion marketers so they can focus on specific types of buyers to purchase their products. They describe the impact of each characteristic on the target market.</p> <p>Target Market Activity: Students hypothetically define what they think the target market and customer characteristics might be for the businesses they created. They make a chart showing the following characteristics: age range, gender, family structure, income range, education level, typical occupations, lifestyle/hobbies, geographic locations, attitudes, and types of advertising that would bring the best response.</p> <p>10 + 5 Discussion: Who are market analysts? Market analysts are specialists who gather data, analyze data, compile reports, and assist all segments of the fashion industry by providing information.</p> <p>Market Analysts Activity: Students research the topic of market analyst. They identify and describe strategies used by market analysts to collect data for retailers to use for their product plan.</p> | <p>Lead Questions</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References Fashion Magazines Lead Questions</p> <p>Guidelines for Activity Rubric Computers Web sites Internet References Fashion Magazines Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Fashion Magazines Lead Questions</p> |
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| <p>H. Non-Store Retail Merchandising</p> | <p>Teacher Talk: The teacher discusses the concept of non-retail merchandising.</p> <p>Non-Store Retail Merchandising Activity: Students select a slip of paper with a non-store retail merchandising business on it. They research the business and describe how a retailer can use the non-store merchandising method to sale merchandise. They identify the advantages and disadvantages of using this type of selling. They give examples of each non-store retailing business. Report Out.</p> <ul style="list-style-type: none"> • Printed catalogs • Web sites • E-Tailing <p>Web Site Design Activity: Students design a Web site for their retail business. Share Out.</p> | <p>Lead Questions</p> <p>Slips of Paper Guidelines for Activity Rubric Computer Internet Web sites References Fashion Magazines Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet References Software Web sites Lead Questions References</p> |
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| <p>Unit Assessment:</p> | <p>Quick Paragraphs, Retail Strategy Activity, Store Location Activity, Store Layout Activity, Merchandise Presentation Project, Store Layout Project, Evaluation Project, Store Layout Evaluation, Display Project, Display Evaluation Activity, Window Display Activity, Window Display Evaluation, Research Project, Advertising Campaign Activity, Newspaper/Magazine Activity, Advertising Campaign Project, Promotion Activity, Publicity Activity, Price Calculations Activity, Pricing Classification Activity, Marketing Mix Activity, Function of Marketing Project, Product Development Activity, Merchandising Concept Activity, Branding and Licensing Activity, Target Market Activity, Market Analysts Activity, Non-Store Retail Merchandising Activity, Web site, Class Participation, and Rubrics</p> |
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| <p>Unit/Course CTSO Activity:</p> | <p>Student participation in STAR Events – Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.</p> |
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| Unit/Course Culminating Product: | Comprehensive portfolio related to creating their own fashion design business |
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: AAFCS Pre-Professional Assessments - Fashion, Textiles and Apparel and/or Broad Field Family and Consumer Sciences