### SESSION PLAN

**COURSE:** ABE Level 3 Award in Digital Marketing Essentials for Small Businesses

**ELEMENT:** Element 3 – Using digital and online tools to communicate and generate revenues (Weighting 20%)

## **LEARNING OUTCOME 4**

**Demonstrate how digital and online tools can be used to engage with customer, prospects and the market**

4.1 Demonstrate how digital and online tools can be used to engage with customers, prospects and the local market in which the business operates, taking into account local culture and business practices

**NUMBER OF SESSIONS:** One - approximately two hours in total

**SESSION TOPICS:** Session 1: Using online tools for engagement

**Note to tutors: This is the recommended session plan for Learning Outcome 4 of Element 3 of the ABE Level 3 Award in Digital Marketing Essentials for Small Businesses. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: Using online tools for engagement (1-2 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Learning outcomes 4.1  **RESOURCE Element 3 LO4 – Using online tools for engagement.pptx** | 1-3 |  |  |
| Using online tools for engagement | Explain how online and digital tools can be used to engage with potential customers over a period of time enabling you to:   * Get to know customers * Build relationships with customers * Reach out and pitch to customers directly | 4-5 | As a class, learners should identify how they have been targeted by businesses via online and digital tools such as Facebook. How often are they being targeted? |  |
| Building a relationship with customers | Using the illustration on slide 6, outline the step that a potential customer takes when they buy a product.   1. **Identify and introduce** – be specific about who you target, so you are not wasting time and money on people who are not interested 2. **Capture and engage** – Engage and build a relationship with your targets, so they can get to know your product or service 3. **Campaign and sell** – directly communicate with the specific targets you have build trust and goodwill with | 6 | As a class, learners should discuss and identify how they have been influenced to buy a product or service by digital marketing. |  |
| Identifying potential targets | Explain the importance of using customer segmentation to find potential customers online and understand how best to reach them.  Outline the following steps to identify targets:   * **Search** – discover what people are positing in the local area or relating to a product niche * **Examine** – make notes and answer questions you have about your customers * **Act** – use new knowledge to take actions that will impact on sales | 7 | As individuals or in pairs, learners should complete Activity 1, Part one | Activity 1- Element 3 – LO4 Identifying Potential Targets Part One |
| Building awareness | Explain the two-step process of getting a message to people who may becomes customers.   1. **Content** – What is the digital object that is going to catch the attention of your potential customers? It must align to their interests and be relevant to your business 2. **Distribution** – How will you ensure that your target customers see the content you have created | 8 |  |  |
| Outline the following online tools for building awareness   * Digital PR * Blogs * Social Media * Video Sharing * Photo sharing * Groups * Podcasts | 9-10 | As a class, discuss the benefits and drawbacks of using each of these online tool:   1. To the business 2. To existing customers 3. To potential customers |  |
| Targeted campaigns | Explain the process of developing a targeted campaign to develop leads in to customers by identifying:   * Who to target * How to target * What to target | 11 | In pairs or small groups, learners should complete Activity 2, Part one | Activity 2- Element 3 – LO4 Building Awareness Part One |
| Review of session and learning outcomes |  |  |  |  |

## **LEARNING OUTCOME 5**

**Suggest how digital and online tools can be used to generate revenues for the business**

5.1. Recommend methods of using digital and online tools to generate revenues

5.2 Outline physical payment methods and considerations when transacting online

**NUMBER OF SESSIONS:** Two - approximately four hours in total

**SESSION TOPICS:** Session 1: Using digital and online tools to generate revenues

Session 2: Physical payment methods and transacting online

**Note to tutors: This is the recommended session plan for Learning Outcome 5 of Element 3 of the ABE Level 3 Certificate in Business Start-up. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: Using digital and online tools to generate revenues (1-2 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Learning outcomes 5.1  **RESOURCE Element 3 LO5 – Using online tools to generate revenues.pptx** | 1-3 |  |  |
| Using digital and online tools to generate revenues | Ask learners to list the online sites that they have used to purchase items for their business or personal use. Create a list on a whiteboard or flipchart. Categorise the sites into those that are direct sales or intermediary/bidding site platforms. Consider why some companies sell directly from their website whilst others use intermediary/bidding site. | 4 | As a class, learners should list the online sites that they have used to purchase items for a business or personal use. |  |
| Outline some key decisions to make when choosing a digital platform to sell from:   * What is the product or service? * How much are you prepared to spend? * What technical ability do you have? * What systems capability do you have? | 5 |  |  |
| Direct online selling | Explain the process of setting up an direct online selling platform:   1. Build and customise your web store as part of your website. 2. Upload and manage your inventory. 3. Customers pay and you receive the money through the tool. | 6 |  |  |
| State some tools to build an online store   * Squarespace * Shopify * WordPress plugins * Wix * Big Cartel | 7 | In pairs or small groups, learners should complete Activity 1, Part one | Activity 1- Element 3 LO5 – Generating revenues through online and digital tools Part One |
| Compare outcomes from learner activity part 1 with the pros and cons of direct online selling tools shown on slide 8. | 8 |  |  |
| Selling via online intermediaries and bidding sites | Explain the process of selling through an existing digital marketplace:   1. Sign up and create a seller profile. 2. Upload and manage your inventory. 3. Customers pay and you receive the money through the tool. | 9 |  |  |
|  | State some tools that allow selling on existing platforms   * Etsy * eBay * Facebook * Amazon * Eventbrite (for tickets) * Udemy (for courses) * Teachable (for courses) | 10 | In pairs or small groups, learners should complete Activity 1, Part Two | Activity 1- Element 3 LO5 – Generating revenues through online and digital tools Part Two |
|  | Compare outcomes from learner activity part 2 with the pros and cons of selling using an online intermediary shown on slide 11. | 11 | In pairs or small groups, learners should complete Activity 1, Part Three | Activity 1- Element 3 LO5 – Generating revenues through online and digital tools Part Three |
| Review of session and learning outcomes |  |  |  |  |

### SESSION 2: Physical payment methods and transacting online (1-2 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Learning outcome 5.2  **RESOURCE Element 3 LO5 – Using online tools to generate revenues.pptx** | 12 |  |  |
| Accepting payment online | Ask learners to think about the benefits to and expectations of the customer and business of being able to pay online. Make a list on a whiteboard or flipchart.  Briefly outline the two methods of accepting payments online:   * Merchant account * Payment service provider | 13 | Learners to consider (a) the benefits to and (b) expectations of the customer and business of being able to pay online. |  |
| Merchant accounts | Explain the process of accepting payments online through merchant accounts:   1. Create a Merchant account with a bank that allows you to accept online card payments. 2. Build a webpage that allows you to take payment details, ensuring it has the highest level of security required by banks, etc. 3. Manually manage your accounts, security and updates. | 14 | As a class, list some of the benefits and drawbacks of taking payments via a merchant account. Compile a list on a whiteboard or flipchart. |  |
| Payment service providers | Explain the process of accepting payments online through payment service providers:   1. Create an account with a trusted online payment service provider. 2. Follow their instructions to integrate with your bank account and your website or the marketplace you’re selling on. 3. Log into their dashboard to manage your accounting and payments.   Examples: PayPal and Braintree, Stripe, Worldpay, iZettle, Sage Pay | 15 | As a class, list some of the benefits and drawbacks of taking payments through a payment service provider. Compile a list on a whiteboard or flipchart. |  |
| Comparing online payment methods | Compare the finding from the two previous classroom activities with those shown on slide 16.  **Merchant accounts**  **Benefits:**  No third party fees  **Drawbacks:**  Hard work to build and maintain  More security risks  Higher level of technical ability required  **Payment Service providers**  **Benefits:**  High security, protection and insurance cover  Easy to integrate with online tools and websites  **Drawbacks:**  May incur high fees | 16 |  |  |
|  |  | In pairs or small groups, learners should complete Activity 2, Part One | Activity 2- Element 3 LO5 – Online Payments Part One |
| Other considerations and risks | Explain other considerations and risks when choosing an online payment tool such as:   * Charges * Currency * Security | 17 |  |  |
| Outline common types of fraudulent behaviour and the signs to look for when dealing with online payments using the table on slide 18 | 18 | In pairs or small groups, learners should complete Activity 2, Part Two | Activity 2- Element 3 LO5 – Online Payments Part Two |
| Review of session and learning outcomes |  |  |  |  |