

LESSON 06

CASE STUDY TARGET MARKET

Overview:





Students will be introduced to the term **target market** and then they will create a marketing persona that would fit their real food case study target market.

Duration: 50/minutes

Objectives:

- ✓ Students will be able to define **target market** and identify the target market of their real food case study.
- ✓ Students will use their real food case study's target market to create a marketing persona.

Materials:

-  Real Food Case Study Overviews
-  Lesson Slide Deck
-  Student Workbooks
-  Pencil or Pen

Beforehand:

- Gather Student Workbooks
- Review Lesson and Teacher Notes

Notes:

Teacher Notes:

Lesson Vocabulary:

- **Consumer:** Someone who purchases products or services for personal use
- **Target Market:** A group of consumers that businesses aim their products or services toward

- **Demographic:** Objective social, personal, and economic facts about people
- **Psychographic:** Personal traits, attitudes, opinions, interests, hobbies, habits, and values
- **Geographic:** Where someone lives – city, country, region, or rural, suburban, urban

INTRODUCTION (10 minutes)

1. If needed, ask for a student to raise their hand and restate the design challenge set forth during the first lesson. Ensure that students can articulate the design challenge concept.
2. After you've reintroduced the design challenge, instruct students to open their Student Workbooks to Lesson 6. Review today's Essential Questions and let your students know that we will be working on today's Bell Ringer.
3. Give students 5 minutes to complete the Bell Ringer.
4. In today's Bell Ringer, students will look at various products and define the target market using factors including: age, gender, race, hobbies, character traits, and economic status.
5. After 5 minutes have passed, ask for 1-2 students to raise their hands and share their answers.
4. Let students know that they will be using their group's case study to complete Step 2 in their Student Workbook.
5. In Step 2, students will complete the table and define the target market of their case study.
6. Give students 15 minutes to complete this task.
7. After 15 minutes have passed, let students know that they will be sharing their case study target market with the class in a 1- to 2-minute presentation. The presentation will include: the case study business name, the problem it solves, and details about the target market.
8. Give working groups 5 minutes to prepare for their presentations.

CLASSROOM LESSON (30 minutes)

1. Review lesson vocabulary with students: **consumer**, **target market**, **demographics**, **psychographics**, and **geographics**. Ensure that students understand these concepts. Project the definitions or write them on the whiteboard, if needed.
2. Have students complete Step 1 in their Student Workbooks. Give students 5 minutes to complete this task. Review answers as a class.
3. After 5 minutes have passed, break students into their working groups and distribute the appropriate case study to each group or ask students to retrieve their case studies.

STUDENT REFLECTION (10 minutes)

1. After 10 minutes have passed, invite groups to collect their easel paper and spend the rest of class reviewing the feedback from their peers.
2. Groups should be encouraged to discuss changes or adjustments they need to make to their real food businesses.

Standards Alignment:

*See Real Food Lab Standards Alignment for additional details on each standard.

Entrepreneurship 9th - 12th Grade

- Entrepreneurial Processes - Discovery: A.01, A.02, A.03, A.04, A.05, A.07, A.08
- Entrepreneurial Process - Concept Development: A.09, A.11, A.16
- Entrepreneurial Process - Resourcing: A.23
- Entrepreneurial Process - Actualization: A.24, A.25, A.27, A.30, A.31, A.32, A.34
- Entrepreneurial Traits/Behaviors - Leadership: B.02, B.03, B.04, B.05, B.06, B.07, B.08
- Entrepreneurial Traits/Behaviors - Personal Assessment: B.12, B.14, B.15, B.16
- Entrepreneurial Traits/Behaviors - Personal Management: B.18, B.19, B.20, B.21, B.22, B.24, B.26, B.27
- Communication and Interpersonal Skills - Business Concepts: C.01, C.02, C.03, C.04, C.09
- Communication and Interpersonal Skills - Fundamentals of Communication: D.02, D.03, D.08, D.11

- Communication and Interpersonal Skills - Group Working Relationships: D.25, D.26
- Business Functions - Product/Service Creation: L.01, L.02, L.04, L.05
- Business Functions - Marketing- Information Management: L.12, L.13, L.15, L.16, L.17

Common Core State Standards 9th - 10th Grade

- ELA - Reading Informational Text: RI.9-10.1, RI.9-10.3
- ELA - Writing: W.9-10.2, W.9-10.4
- ELA - Speaking and Listening: SL.9-10.1, SL.9-10.3, SL.9-10.4
- ELA - Language: L.9-10.1, L.9-10.2, L.9-10.6

Common Core State Standards 11th - 12th Grade

- ELA - Reading Informational Text: RI.11-12.1, RI.11-12.3
- ELA - Writing: W.11-12.2, W.11-12.4
- ELA - Speaking and Listening: SL.11-12.1, SL.11-12.3, SL.11-12.4
- ELA - Language: L.11-12.1, L.11-12.2, L.11-12.6