

# LESSON 07

## BUSINESS MARKETING PERSONA

### Overview:








Students will take their knowledge of target market and extend their learning into their real food businesses. Student groups will create marketing personas for their real food businesses. This exercise gives businesses a visual of their typical customer and helps the business remain focused to ensure that their marketing, products, and services are well targeted.

**Duration:** 50/minutes

### Objective:

- ✓ Students will use their knowledge of target market to create a marketing persona for their real food business.

### Materials:

-  Lesson Slide Deck
-  Student Workbooks
-  Pencil or Pen
-  Coloring Materials
-  Tape
-  Optional: Computer for final presentation deck.
-  Easel Paper or blank 8 1/2 x 11 paper, 2-3 per student group

### Beforehand:

- Gather Student Workbooks
- Review Lesson, Slide Deck, and Teacher Notes

### Notes:

### Teacher Notes:

Students will be continuing to develop concepts of their real food business plan. The information they are developing will be used in their final presentation deck. You may choose to have student groups work directly on their final presentation deck in PowerPoint or Google Slides.

### Lesson Vocabulary:

- **Marketing Persona:** A fictional, or generalized, representation of your ideal customer

## INTRODUCTION (10 minutes)

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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 7. 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 use simple adjectives to describe their typical customers.  
*Note: Consider providing a list of adjectives to your students and having them choose appropriate adjectives.*
5. After 5 minutes have passed, ask for 1-2 students to raise their hands and share their answers.
3. Before student groups begin working on their marketing personas, review the sample marketing persona. This sample will be used as a template to help guide students. Ensure that students understand each section of the template.
4. Give students 20 minutes to complete this task.
5. After 20 minutes have passed, bring students' attention to Step 3 in their Student Workbooks. Let students know that one member in their group will need to present their marketing persona for 1-2 minutes to the entire class.
6. Give student groups 5 minutes to plan their presentations.

## CLASSROOM LESSON (30 minutes)

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1. Review lesson vocabulary with students:  
**marketing persona.**
2. Direct students to Step 2 in their Student Workbooks. Let them know that in their working groups they will be creating a marketing persona for their real food business. At the end of class, they will be asked to present a poster that details their marketing persona.

## STUDENT REFLECTION (10 minutes)

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1. After 5 minutes have passed, have each student group display their marketing persona and share their marketing persona for 1-2 minutes. Discuss with each group why it is important for a business to understand its marketing persona.

## Standards Alignment:

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

### Entrepreneurship 9th - 12th Grade

- Entrepreneurial Process - Concept Development: A.09, A.11, A.16
- Entrepreneurial Process - Actualization: A.24, A.31, 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 - Fundamentals of Communication: D.02, D.03, D.08, D.11
- Communication and Interpersonal Skills - Group Working Relationships: D.25, D.26
- Business Functions - Marketing- Information Management: L.12, L.13, L.15, L.16, L.17
- Business Functions - Pricing: L.33, L.34, L.37

### Common Core State Standards 9th - 10th Grade

- ELA - Writing: W.9-10.2, W.9-10.4, W.9-10.7
- 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 - 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