



LESSON 7: CASE STUDY TARGET MARKET

Duration: 50 minutes

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.

Essential Question: How can our social enterprise best serve our community?

Objectives – Students will:

- Explain how businesses develop target markets.
- Analyze and evaluate the target market of their selected case study.
- Identify benefits and challenges of developing a target market.

Materials:

- Real food case study overviews
- Lesson slide deck
- Student Workbooks
- Pencil or pen

Beforehand:

- Gather Student Workbooks
- Review lesson, slide deck, and teacher 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. Guide students to open their Student Workbooks to Lesson 7 and review the Essential Question and Objectives.
3. Provide 1-5 minutes for students to complete the Launch. They should look at the three products and make guesses about the target market using various describing terms. To save time, this could be done as a jigsaw where each student or pair of students does only one.
4. Select students from the class to offer suggestions. Note that students will probably disagree about some of the traits, which is productive. You could also probe to see if students would identify any specific traits associated with age, gender, race, or economic status. To guide this discussion, you might offer other examples to consider, such as recent advertisements. Guide each segment by asking, Who is this company trying to reach? What are their traits or characteristics? Example ads from Super Bowl 2020: <https://youtu.be/tzEM7fkWqS8>



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5. Transition by letting students know that all businesses define a market they are trying to serve. That is how they determine many other business decisions that allow them to be successful. In the design challenge, students will need to define the target market for their business or event.

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. Lead students in a discussion to generate examples or rephrase into their own words. Some examples are provided in student notes.

2. To prepare for Step 1, identify with the class various ages for having a birthday party: 1, 6, 12, 25, 50, 75, 100, etc. This will allow students to clearly see that, depending on the age of a person, some of the desired supplies will change, while others may be similar. Have students complete Step 1 in their Student Workbooks. Give students 5 minutes to complete this task. Review answers as a class, selecting one reporter from each group.

3. Regroup students into their case study groups and distribute the appropriate case study to each group

4. Let students know that they will be using their group's case study to complete Step 2 in their Student Workbook to define the target market of their case study.

5. Give students 15 minutes to complete this task.

6. 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 mini-presentation. The presentation will include: the case study business name, the problem it solves, and details about the target market. It is important to tell students that, because at this point they have not conducted any market research, they are going to need to make some guesses based on the information available.

7. Have each group whip around and share out their findings in 1-2 minutes.

Student Reflection (10 minutes):

Ask students to return to their Student Workbooks and, individually or in pairs, respond to the summary prompt about the target market activity: What are some benefits and challenges related to identifying a target market? What could a business gain by narrowing its market or focus? What might be some drawbacks or risks associated with this process?

