



LESSON 8: BUSINESS MARKETING PERSONA

Duration: 50 minutes

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.

Essential Question: How do we make sure that we effectively reach our target market for our business or event?

Objectives – Students will:

- Identify a marketing persona for their real food business or event.
- Describe the difference between a generalization about the target market and/or market segmentation and stereotyping.
- Evaluate their ideas and marketing personas to best reach that target market effectively.

Materials:

- Student Workbooks
- Lesson slide deck
- Pencil or pen
- Easel paper or blank 8½x11 paper, 2-3 per student group
- Coloring materials
- Tape
- Optional: computer for final presentation deck

Beforehand:

- Gather Student Workbooks
- Review lesson, slide deck, and teacher notes

Teacher Notes:

- Students will continue to develop concepts of their real food business plan. The information they develop 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.
 - **Market Segmentation:** Breaking up a larger market into smaller, homogeneous/similar sections to maximize marketing efforts.
 - **Stereotyping:** Making a generalization or assumption based on very limited information about a person or group. Stereotypes usually have a negative connotation.

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 8. Review today's Essential Question and let your students know that we will be working on today's Launch.



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3. Give students 2 minutes to complete the Launch during which students will generate adjectives to describe their business's typical customers. (Note: Consider providing a list of adjectives to your students and having them choose appropriate adjectives.)

Allow each student to share two terms from their lists in a whip around. Continue until all the adjectives are listed. It is not necessary to agree on these terms at this point, but the list can be revisited later in the process to see which terms seem to have the most consensus.

Classroom Lesson (30 minutes):

Step 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.

Step 2:

1. Divide the class into two groups. Group A will be assigned to read and summarize the article, "Difference Between Market Segmentation and Stereotyping." Group B will read and summarize the article, "How to Create a Concrete Buyer Persona." Direct students to Step 2 in their Student Workbooks. Select or allow students to select a reading strategy and guide students to record a summary in their workbooks.

2. Allow time for students to read the material. Then cue students in each group to find a partner and review their notes and summaries. They can add to their own summaries. Next, have students join another pair from the other group. Provide time for each pair to share the summaries with the other pair and record notes appropriately.

3. Debrief with the class to close this section as needed.

Optional Activity: If students need more practice with this process, allow students to create personas of themselves using the website: <https://xtensio.com/user-persona/> (A log-in is needed to use this site. Follow your district's guidelines for creating student accounts). This could be a great way for students to consider the new vocabulary introduced in the process. This will likely add the length of one entire lesson period to create and share, but it could be well worth the time!

Step 3:

Guide students to Step 3 in their Student Workbooks. Students will use the template linked above to create a draft persona for their real food business or event. This should be done in pairs or small groups. If access to technology is limited, consider a poster as an alternative option.:

Student Reflection (10 minutes)

1. Pair up partners to make a group of four. Each pair will have 2 minutes to present their persona to the other pair. The listening pair will use Praise, Question, Suggest to offer feedback. Then switch roles and repeat the process.

2. If time permits, return to the brainstorm list from the beginning of class and review which terms showed the most consensus. Add new adjectives if needed.