

Lesson Plan —Identify Your Market

Course Title: Entrepreneurship

Session Title: Identify Your Market

Performance Objective:

- Upon completion of this lesson, the student will understand the importance of identifying a target market and providing the goods and services to meet the needs of the target market.

Specific Objectives:

- Students will identify a target market by analyzing the needs of customers.
- Students will explain how market segmentation can help an entrepreneur analyze a target market.

Preparation

TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **124.12(c)(2)(A)**
explain the marketing concept
- **124.12(c)(2)(B)**
explain how each component of the marketing mix contributes to successful entrepreneurial ventures
- **124.12(c)(2)(C)**
describe advantages and disadvantages of market segmentation and mass marketing
- **124.12(c)(20)(A)**
explain how entrepreneurs identify needs

Interdisciplinary Correlations:

English

110.42(b)(6)(A) – Vocabulary Development

...expand vocabulary through wide reading, listening, and discussing

110.42(b)(6)(B) – Vocabulary Development

... rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary

110.42(b)(7)(F) – Reading/comprehension

...identify main ideas and their supporting details

110.42(b)(7)(G) – Reading/comprehension

...summarize texts

110.42(b)(7)(J) – Reading/comprehension

...read silently with comprehension for a sustained period of time

Accommodations for Learning Differences:

It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the [Special Populations page](#) of this website.

Teacher Preparation:**References:**

1. Entrepreneurship Ideas in Action, Fourth Edition, Cynthia L. Greene, Southwestern Cengage
2. Making a Job: A Basic Guide to Entrepreneurship Readiness, Marilyn Kourilsky, Kauffman Foundation for Entrepreneurial Leadership.
3. USA Today and local newspapers

Instructional Aids:

1. "Identify Your Market" PowerPoint Presentation
2. Identify Your Market Assignment Sheet
3. The Customer Profile Assignment #1
4. The Customer Profile Rubric
5. Geographic Data Assignment # 2
6. Geographic Data Rubric
7. Name the Target Market for a New Product Assignment #3
8. Name the Target Market for a New Product Rubric
9. Internet

Materials Needed:

1. Construction paper
2. Scissors and glue
3. Poster board

Equipment Needed:

1. Computers for students to complete projects
2. Projector for PPT

Learner Preparation:

1. Ask each student to describe their customer profile (age, personal interests, wants/needs, average household income)—what makes them unique.
2. Ask students to consider the student body at their school. Then ask students to identify restaurants for the cafeteria food court that would meet the needs of the target market (students).
3. Ask students to use the Internet to research chamber of commerce and census bureau statistics to define the demographics for their city. Students should find information about age, marital status, family size, ethnicity, gender, profession, education, and income.

Lesson Plan

Introduction (LSI Quadrant I):


1. Ask students to explain how important they think customers are to a new business. Why will the field of dreams concept (build it and they will come) not work when starting a new business?
2. Sometimes entrepreneurs get so excited about their new product or service that they forget to pay attention to the potential target market. Ask students why it is worth spending money to conduct market research. You must understand the target market in order to develop long-lasting satisfying relationships.
3. Ask students to research a successful new business? What is the product/service offered by the business? Who is the target market for the business? Then ask students to develop a five-question survey to keep in touch with the target market and provide the best product or service to meet the target market's needs.












Important Terms for this Lesson:

- Target market – individuals or companies that are interested in a particular product or service and are willing and able to pay for it
- Market segments – groups of customers within a large market who share common characteristics
- Customer profile – description of the characteristics of the person or company that is likely to purchase a product or service
- Demographics -- data that describe a group of people in terms of their age, marital status, family size, ethnicity, gender, profession, education, and income
- Psychographics – data that describe a group of people in terms of their tastes, opinions, personality traits, and lifestyle habits
- Use-based data – data that helps you determine how often potential customers use a particular service
- Geographic data – data that helps you determine where your potential customers live and how far they will travel to do business with you

Outline**Outline (LSI Quadrant II):**

Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.

MI	Outline	Notes to Instructor
	<ol style="list-style-type: none"> I. Target Market <ol style="list-style-type: none"> A. Individuals and companies that are interested in a particular product or service and are willing and able to pay for it B. Pay as much attention to the Target Market as your exciting new product or service <ol style="list-style-type: none"> 1. Who is the target market? 2. What are the demographics of the target market? 3. What needs or wants will my product or 	<p>Ask students to describe the target market for their favorite clothing store. Then discuss the information in class to solidify the definition of target market.</p>

	<p>service satisfy?</p> <ol style="list-style-type: none"> 4. How many potential customers live in the area of my business? 5. Where do these potential customers currently buy the products or services? 6. What price are customers willing to pay for products or services 7. What industries contain businesses that are potential customers? 8. What can we do for customers that other companies are not already doing for them? 							
	<p>II. Market Segments – groups of customers within a large market who share common characteristics</p> <p>A. Segmenting - helps develop a product or service that will meet specific customer needs and wants</p> <p>B. Customer Profile - description of the characteristics of the person or company that is likely to purchase a product or service</p> <ol style="list-style-type: none"> 1. Demographics - describe a group of people in terms of their age, marital status, family size, ethnicity, gender, profession, education, and income 2. Psychographics - data that describe a group of people in terms of their tastes, opinions, personality traits and lifestyle habits 3. Use-based data - data that helps you determine how often potential customers use a particular service 4. Geographic data – helps you determine where your potential customers live and how far they will travel to do business with you 	<p>Ask students how the student body in their high school can be segmented. Answers may include grade levels, males/females, DECA members, athletes, band members, and other examples of segmentation.</p> <p>Ask students to write a description that describes the demographics for their family. Do not share this information with the rest of the class. This assignment will help the teacher decide if the student understands the definition of demographics.</p>						
<p>Copy and paste Multiple Intelligences Graphic in appropriate place in left column.</p>								
								

Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra- personal	Inter- personal	Naturalist	Existentialist
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Application

Guided Practice (LSI Quadrant III): Using the PowerPoint presentation, the teacher will explain the importance of identifying target markets and meeting the needs of market segments. Students will learn the essential elements of a customer profile. Emphasize the importance of having happy customers who will continue to buy from the business.

Ask students to subdivide the school population into market segments. Students must provide a description of each market segment and indicate the interests for each group. Then students must answer the 8 questions included in I. B. of the outline.

Divide the class into groups of two students. Put the names of popular businesses into a hat. Each team draws a business from the hat and prepares a customer profile for the business.

Independent Practice (LSI Quadrant III):

- **The Customer Profile Assignment #1**
Ask students to interview a local business owner or manager to define the customer profile for their business. Ask the business owner or manager how they make decisions based upon the customer profile. Ask the business owner the eight questions for identifying the business's target market. Students will present their findings to class in the form of an oral presentation. The presentation will be evaluated using a related rubric.
- **Geographic Data Assignment #2**
Ask students to select a business they would like to open and design a map of the area where they would like to locate the business (as a poster). Students will then mark the areas on the map that represent the farthest distance they believe customers would be willing to travel to conduct business. Students will draw a circle that encompasses the points where customers live. The poster will be evaluated using a related rubric.
- **Name the Target Market for the New Product Assignment #3**
Split the class into teams of two or three students. Each team will look through magazines and newspapers for an advertisement of a new product. Based on the type of publication and material contained in the advertisement, students will answer the eight questions (about identifying a business's target market) found in I. B. of the outline. Students will prepare a collage that includes the advertisement, shows the questions for the product, and provides the answers for the questions associated with the product. The collage will be evaluated using a related rubric.

Summary

Review (LSI Quadrants I and IV):

Q: What is the difference between a target market and a market segment?

A: The target market includes individuals or companies that are interested in a

particular product or service and are willing and able to pay for it. Groups of customers within a large market who share common characteristics are known as market segments.

Q: What are four types of customer data that may be analyzed in developing a customer profile?

A: Four types of customer data analyzed include demographics, psychographics, use-based data, and geographic data.

Q: Why is it important to identify your target market?

A: You must determine who will buy your product and what they are willing to pay.

SPUD GAME

Students are grouped into teams of 4 people. One member (P) draws out a term and pronounces the term. Another team member (S) spells the term. A third member (D) of the team gives a definition for the term and the fourth team member (U) uses the term in a sentence to demonstrate understanding of the term.

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students during Independent Practice.
2. Instructor will assist students as needed

Formal Assessment (LSI Quadrant III, IV):

Use the assigned rubrics to evaluate the three Independent Practice Assignments (LSI Quadrant III).

Extension/Enrichment (LSI Quadrant IV):

1. Students will list the following types of customer data (demographics, psychographics, use-based data, and geographic data) and give at least three examples for each type of data.
2. Give examples of several general industries, such as clothing, restaurant, and automobile. Ask students for examples of market segments for each industry. This assignment can be completed in outline format.

Entrepreneurship - Identify Your Market Independent Practice Assignment Sheet

- **The Customer Profile Assignment #1**

Interview a local business owner or manager to define the customer profile for their business. Ask the business owner or manager how they make decisions based upon the customer profile. Ask the business owner the eight questions for identifying the business's target market. You will present your findings to class in the form of an oral presentation. The presentation will be evaluated using a related rubric.

- **Geographic Data Assignment #2**

Select a business you would like to open and design a map of the area where you would like to locate the business (as a poster). You will then mark the areas on the map that represent the farthest distance you believe customers would be willing to travel to conduct business. Draw a circle that encompasses the points where customers live. The poster will be evaluated using a related rubric.

- **Name the Target Market for the New Product Assignment #3**

You will complete this project in a team of two or three students. Each team will look through magazines and newspapers for an advertisement of a new product. Based on the type of publication and material contained in the advertisement, you will answer the eight questions (about identifying a business's target market) found in I. B. of the outline. Prepare a collage that includes the advertisement, shows the questions for the product, and provides the answers for the questions associated with the product. The collage will be evaluated using a related rubric.

Entrepreneurship - Identify Your Market
The Customer Profile Rubric
Assignment #1

Student Name: _____

CATEGORY	20	15	10	5 or less
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Answers 8 Consumer Profile Questions	Answers all 8 questions completely.	Answers 80% of the questions.	Answers 50-79% of the questions.	Answers less than 50% of the questions.

Total Score _____
Maximum 100 Points

Entrepreneurship - Identify your Market Making A Poster: Geographic Data Rubric

Assignment #2

Student Name: _____

CATEGORY	20	15	10	5 or less
Graphics -Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.

Total Points _____
Maximum 100 Points

Entrepreneurship - Identify Your Market

Making A Collage: Name the Target Market for a New Product Rubric

Assignment #3

Student Name: _____

CATEGORY	20	15	10	5 or less
Quality of Construction	The collage shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. There are no stray marks, smudges or glue stains. Nothing is hanging over the edges.	The collage shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The collage shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The collage was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident.
Understanding of Media	The student can define the term "collage" and tell how it differs from two other media. S(he) can also name at least 5 things that make a collage more powerful or attractive.	The student can define the term "collage" and tell how it differs from two other media. S(he) can also name at 3-4 things that make a collage more powerful or attractive.	The student can define the term "collage" and tell how it differs from two other media. S(he) can also name at least 1-2 things that make a collage more powerful or attractive.	The student has trouble defining the term "collage" and describing how it differs from other media AND/OR the student cannot describe how to make a collage more powerful or attractive.
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative (.e.g, apply the emboss filter to a drawing in Photoshop).	The student did not make or customize any of the items on the collage.
Design	Graphics are trimmed to an appropriate size and interesting shape and are arranged well, some in front and some behind. Care has been taken to balance the pictures across the canvas.	Graphics are trimmed to an appropriate size and interesting shape and are arranged with some items in front and others behind. The canvas, however does not appear balanced.	Graphics have been trimmed to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement.	Graphics are untrimmed OR of inappropriate size and/or shape. It appears little attention was given to designing the collage.
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.

Total Score _____
Maximum 100 Points