



DIGITAL LESSON BUNDLE

Are You My Customer?

OBJECTIVES

Students will be able to:

- Compare and contrast demographic, geographic, psychographic, and behavioral market segmentation.
- Recommend target markets based on information about a business.
- Explain why they are or are not in the target market of selected companies or brands.

OVERVIEW

A key element of success for many businesses is to have a well-defined target market. In this two-session lesson, students consider their role as consumers and the companies or brands they are loyal to. They discover the importance of market segmentation and how demographic, geographic, psychographic, and behavioral characteristics play a role in segmenting the market. Students apply this knowledge by watching videos about companies and then describing the ideal target market. An optional extension is included in which students create a card-matching memory game with businesses and target customers.

CONTENT AREAS

Entrepreneurship, Business, Marketing

SUGGESTED TIME

2 class periods

GRADE RANGE

Grades 6-12

ESSENTIAL QUESTIONS FOR STUDENTS

- What are target markets?
- How do companies describe their target market?

STANDARDS

- [National Standards for Business Education](#) from the National Business Education Association
 - Entrepreneurship—Marketing (A, Level 2, Standard 4) Identify and describe target markets



- Entrepreneurship—Marketing (A, Level 2, Standard 5) Define and give examples of market segmentation methods
- Entrepreneurship—Marketing (Level 3, Standard 9) Formulate and describe a customer profile for a business venture
- Marketing—Foundations of Marketing (A, Level 3, Standard 7) Recognize that a successful marketing strategy is built on positive customer relationships and understanding the target market
- Marketing—Consumers and Their Behaviors (A, Level 3, Standard 3) Describe characteristics of the changing domestic and global populations (e.g., demographics, psychographics, and geography)
- Marketing—Consumers and Their Behaviors (A, Level 3, Standard 4) Describe the impact of consumer differences (e.g., life stages, benefits sought, usage rate, brand loyalty, and socioeconomic characteristics) on buying decisions
- Marketing—Consumers and Their Behaviors (B, Level 2, Standard 1) Define market segmentation and describe how it is used
- Marketing—Consumers and Their Behaviors (B, Level 2, Standard 2) Describe market segments targeted by companies
- Marketing—Consumers and Their Behaviors (B, Level 3, Standard 3) Identify the tools of market segmentation (e.g., demographics, psychographics, and geographics)
- Marketing—Consumers and Their Behaviors (B, Level 3, Standard 4) Explain ways that segmentation can be used to identify target markets

MATERIALS

ALL SESSIONS

- Are You My Customer? Educator Implementation Guide
- Computer with projector, television, or interactive board

SESSION 1

- **Are You My Customer? PowerPoint**—slides 1–10
- **Whose Customer Are You? Signs**—one copy of each, taped to the walls or corners before class
- **Corner the Market Signs**—one copy of each
- **Corner the Market Activity Handout**—one copy, cut into cards in advance
- **Which Matters Most student capture sheet**—four copies
- Tape

SESSION 2

- **So Many Statements PowerPoint**—slides 11–16
- **Segment Their Market student capture sheet**—one copy per student
- **Customer Match student capture sheet**—one copy per small group (optional)
- **Venture Valley Connect: Consider the Customers**—one copy per student (optional)

BACKGROUND

Businesses spend considerable time and money determining their target market. A well-defined target market can lead to the success or failure of a brand, product, or campaign. There are many ways, however, to define a target market.

This lesson focuses on four of the most common methods to segment: demographic, geographic, psychographic, and behavioral. Demographic information includes age, gender, income, and education level. Geographic data pertains to location. Psychographic characteristics are generally related to personality, values, and interests. Behavioral information draws mainly from interactions with brands or advertisements.

The lesson includes several common brands. Before implementing the lesson, check to ensure these brands resonate with your students. If needed, make adjustments. Similarly, be sure to preview the content of the videos before using them with students.

This digital lesson bundle can be used as a standalone lesson or in conjunction with the game [Venture Valley](#). Playing the game is not a prerequisite for the implementation of the lesson; however, it can be used to drive home key points and offer additional extension opportunities. In particular, this activity allows students to reflect on the target markets of the businesses in the game. Be sure to play the game ahead of your students so that you can provide prompting and support for students who may need extra help in making these connections.

USING THIS GUIDE

This guide aims to prepare educators to use this digital lesson bundle. It provides slide-by-slide instructions to ensure educators are prepared to explain, discuss, and facilitate the hands-on content in the presentation. The presentation is designed to cover two class periods.

The accompanying presentation was created so that it can be used in various classrooms. If you display the slides on a projector or television, simply progress through the presentation by clicking to advance. All of the interactive aspects of the presentation are set to occur on click. This may include images, text boxes, and links that will appear in your web browser. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. In the notes for each slide, there will be information on how to proceed.

PROCEDURE | SESSION 1 (SLIDES 1–10)

Overview

The lesson begins with students considering their own role as consumers. As companies are shown, students move to areas of the room to indicate their preferences. Students then learn ways markets can be segmented, including demographic, geographic, psychographic, and behavioral. They are given characteristics to match with these four categories. Finally, students combine the brands and companies in the first activity with the categories for market segmentation to determine how selected companies might segment their markets and determine their target market.

Engage

Slide 1

- Welcome students and introduce the lesson.
- Ask if any students know what is meant by a company's target market.
- Define a target market as the intended customer base for a company, brand, or advertising initiative.

Slide 2

- Invite students to imagine they are walking into a store for a cold drink.
 - Do they know exactly what they will get? What is it?
 - Does the brand matter to them, or do they select any kind?
- Challenge students to consider how old they were when they could first identify company brands.
- Share with students that the numbers vary, but some reports estimate that children can identify around 100 logos by age three.

Slide 3

- Let students know you want to explore brands and customers a bit more.
- Direct students to count off using the numbers one through four. Count the first two sets and let students continue.
- If not done in advance, adhere one of the **Whose Customer Are You Signs** to each corner or opposing walls.
- Point out the location for each number and direct students to move to the one that corresponds to the number they received when counting off.
- Let students know that you will show four brands in the next slide. They should move to the one they are most likely to select.

Slide 4

- Direct students to move if needed.
- Observe and discuss student responses.
 - Are there more students in one corner than another?
 - Do students who made the same selection have any shared characteristics?
- Ask specific students why they selected the brand they did. Was it an easy choice? Do they think they reflect the brand's "typical" customer?

Slide 5

- Invite students to move again.
- Repeat the discussion and questions from the previous slide.
 - Observe and discuss student responses.
- Are there more students in one corner than another?
- Do students who made the same selection have any shared characteristics?
 - Ask specific students why they selected the brand they did. Was it an easy choice? Do they think they reflect the brand's "typical" customer?
- Challenge students to compare the breakdown of responses with this set of brands versus the last one.
- Direct students to remain standing.

TEENS AS CONSUMERS

Teenagers represent a major market for many brands—both because of the money they spend as consumers and their impact on their parents' spending. The company Piper Sandler has tracked teen spending patterns for decades and issues [regular reports](#). Check out the latest report and consider discussing its findings with your students.

Explore

Slide 6

- Read the slide, then challenge students to consider how the population might be "segmented" by companies and brands.
- Call on several volunteers to share thoughts.

Slide 7

- Tell students there are many ways to segment a population. This activity will focus on four of the most widely used categories.
- Click to reveal the first category: Geographic: Where. Explain that this helps to answer where the target customer is located. Post **Corner the Market Sign 1** adjacent to the #1 from the previous activity.
- Be careful not to provide examples as you share the labels and signs.
- Click and repeat with the remaining categories
 - Demographic: Who—Sign 2
 - Psychographic: Why—Sign 3
 - Behavioral: How—Sign 4
- Distribute a card from the **Corner the Market Activity Handout** to each student.
- Explain that each one is an example of one of the four categories.
- Direct students to determine which category their example belongs to and move to that location.

Slide 8

- Click to reveal the correct answers and ensure students are in the correct location.
- Explain, as needed, the differences between the categories and/or clarify student responses. Some of the more challenging or less obvious examples are explained below:
 - Population density: This can indicate whether someone lives in an area that is urban, suburban, or rural.
 - Life stage: This is often tied to age. For example, being a high school student could be a life stage. Another example is expecting mothers. These are observable, non-character traits.
 - Hobbies: Participating in a hobby is a behavior, but people's hobbies indicate their personalities. Behavioral characteristics are more about interactions and behaviors related to the brand.
 - Internet Searches: These are seen as consumer behaviors and can be tracked and used by companies to target particular customers.

Apply

Slide 9

- Distribute a copy of the **Which Matters Most** student capture sheet to each group.
- Direct students to work together to consider the eight brands from the previous activity. Which pieces of information from their category matter most to each brand? List and rank the top four for each. Encourage students to physically move with their cards within each group as they consider their options.

- Discuss student responses for several brands. Allow students in other groups to weigh in.
- Challenge students to consider the top four characteristics across all categories for one or two brands.

Slide 10

- Read the quote.
- Challenge students to explain why it is important for businesses to get the target market correct.

SESSION 2 (SLIDES 8–15)

Overview

The lesson continues with students applying what they learned in the first session to businesses that they may not know as well. The whole class will watch a video about a business that provides DNA testing for cats. They will discuss the characteristics they think would be important in their target market. Students then work in small groups to consider two additional videos of their choosing. An optional extension involves students creating card-matching memory games in which pairs consist of a business and the description of its typical customer.

Apply (continued)

Slide 11

- Remind students that in the previous session, they explored ways the population can be segmented to describe the target market of a company or brand.
- Call on students to share examples of characteristics from each category.
- Let students know they will watch a video about a company that provides a specific product: cat DNA testing. As they watch the video, they should take notes about which characteristics they think would be important to the company and/or key pieces of information about the business that would relate to a particular target market.

Slide 12

- Play the video.
- Remind students to take notes as the video plays.

Slide 13

- Discuss the characteristics students think would be important for Basepaws to consider when marketing its products. What information from the video supports their conclusions?

Slide 14

- Inform students that they will work in small groups to consider the target market of several other businesses.
- Divide students into small groups.
- Distribute a copy of the **Segment Their Market** student handout to each group.
- Direct students to select two businesses from the handout, watch the associated videos, and answer the questions.

DIG DEEPER

Want to dig a little deeper into market segments and explore data businesses can use when defining and studying their target markets? Invite students to check out [Doing Consumer Research: A Resource Guide](#) from the Library of Congress.



- Allow time for students to complete the activity and then debrief.
- Compare and contrast answers from students who selected the same companies.

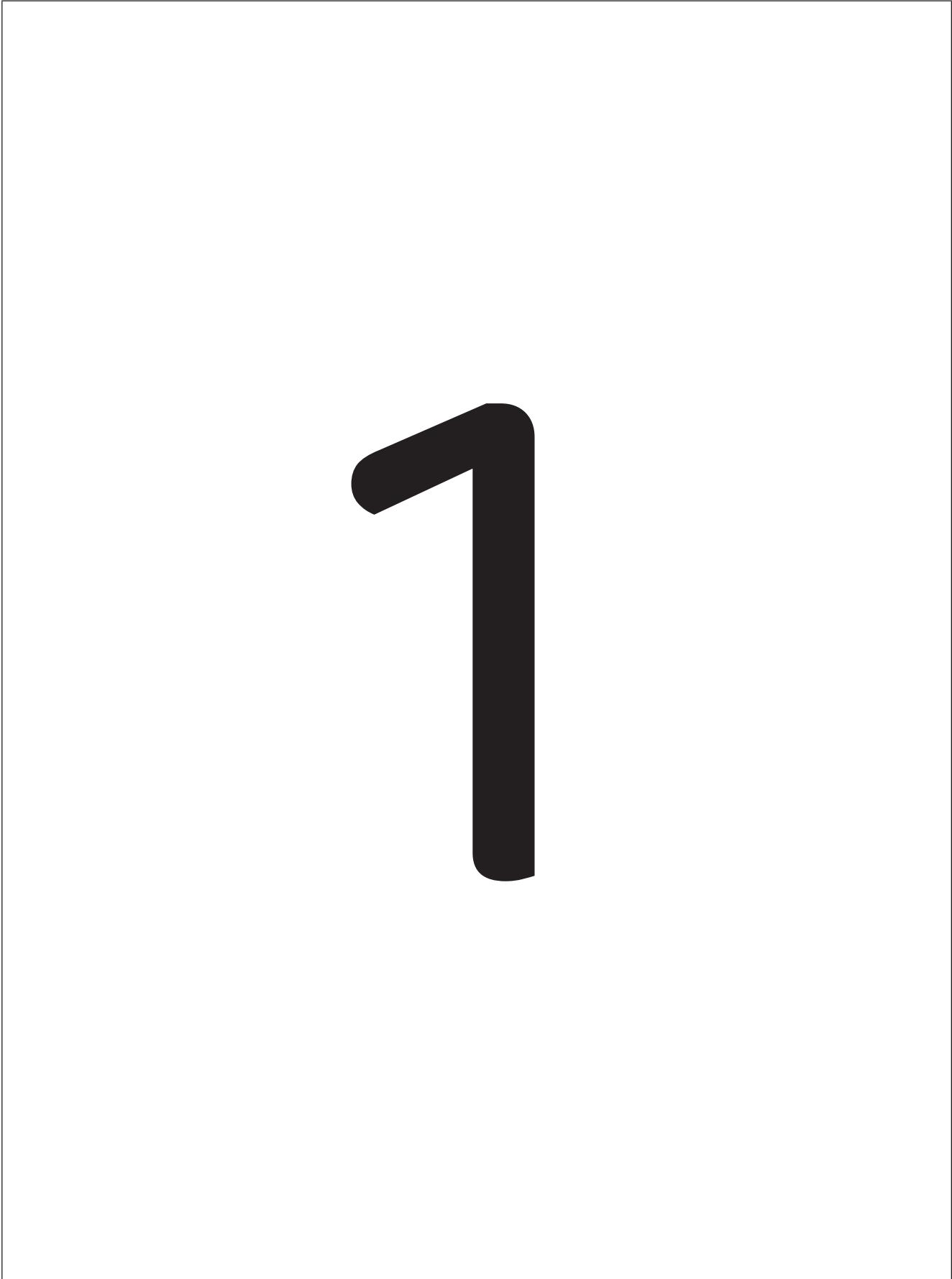
Extend (optional)

Slide 15

- Ask students if they ever played a memory-based, card-matching game as a child—the kind in which players take turns flipping over pairs of cards in search of a match.
- Let students know they will make their own memory games with brands and target customers.
- Divide students into small groups and direct them to identify ten brands for which they can confidently describe a customer who would fit the brand's target market.
- Challenge students to write a short description of a customer for each brand. Tell students they must think strategically about their selections and descriptions. Each brand should match only one customer description and vice versa.
- Distribute a copy of the **Customer Match student capture sheet** to each group.
- Direct students to cut the pieces apart and fill them in—one brand or customer description per card.
- Invite groups to trade card sets and play the matching game.
- Debrief the activity with a discussion. How easy or challenging was it to find unique customers? How did that requirement influence the brands you selected in the game you played? How easy was it to determine the corresponding pairs?

VENTURE VALLEY CONNECT

In *Venture Valley*, students can view financial statements for each of the businesses they own. As they progress through the game, more information is available to them. If your students can play [Venture Valley](#)—either in the classroom or on their own time—use the **Venture Valley Connect: Consider the Customers** Student Capture Sheet as a way for students to consider how they used financial statements in the game and the impact it made on the decisions they made in the game. Consider opportunities for students to share their reflections and discuss how learning more about financial statements could help them in the game.







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GEOGRAPHIC

The Where

LOCATION

DEMOGRAPHIC

The Who

IDENTIFIABLE NON-CHARACTER TRAITS

PSYCHOGRAPHIC

The why

PERSONALITY & INTERESTES

BEHAVIORAL

The How

HABITS & LOYALTY

CORNER THE MARKET

Directions: Cut the cards along the dotted lines. Provide one card to each student

Age

Country

Values

**Spending
Patterns**

Attitudes

Climate

Gender

**Previous
Product
Feedback**

**Population
Density**

Lifestyle

Life Goals

Income

Region

**Internet
Searches**

**Level of
Education**

Beliefs

**Past
Purchases**

Ethnicity

Motives

Life Stage

**Personality
Traits**

Occupation

Hobbies

State

Family Size

Terrain

Zip Code

Religion

**Frequency of
Purchases**

**Brand
Interactions**

WHICH MATTERS MOST?

	#1	#2	#3	#4
McDonald's				
Chick-Fil-A				
Chipotle				
Starbucks				
Ulta				
Lowe's				
Target				
Foot Locker				

SEGMENT THEIR MARKET

Directions: Select two of the companies below and watch the corresponding videos. Answer the questions.

- Dabomb Fizzers**
bath bombs created by teen sisters
- DEN Urban Pet Retreat**
a spa for pets
- Fresh Pawz**
on-trend pet attire
- Locker Boards**
skateboards that fit in a locker
- Pijuan Design Workshop**
custom dog houses
- Zollipops**
sugar-free candy

	Business 1:	Business 2:
<p>Which characteristics do you think matter most about this business' target market?</p>		
<p>How would you describe a stereotypical customer for this business?</p>		
<p>Are you part of this company's target market? Why or why not?</p>		

