



## FOUNDATION SKILLS

**PATHWAY:** All Pathways  
**COURSE:** All CTAE Courses  
**UNIT 11.8:** On Target for Competition



## INTRODUCTION

**Annotation:**

In this unit, students will identify the components to consider when discovering the target market, and identify the components to consider when discovering a business's competition. Students will perform a variety of activities to demonstrate their understanding of target markets and competition in business.

**Grade(s):**

|   |                  |
|---|------------------|
| X | 9 <sup>th</sup>  |
| X | 10 <sup>th</sup> |
| X | 11 <sup>th</sup> |
| X | 12 <sup>th</sup> |

**Time:** Approximately 3 – 90 minute class periods or 6 – 50 minute class periods

**Author:** Meghan Cline and Dr. Frank Flanders, based on Entrepreneurship lesson plan from the National FFA Organization

**Additional Author(s):** Stacey Orr

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

### GPS Academic Standards:

**SSEF2** The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

**SSEMI3** The student will explain how markets, prices and competition influence economic behavior.

**MM4P1.** Students will solve problems (using appropriate technology).

**ELA12W1** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

### National / Local Standards / Industry / ISTE:

NSS-EC.9-12.7 Markets and Market Prices

NSS-EC.9-12.9 Competition in the Marketplace

NL-ENG.K-12.12 Applying Language Skills



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Students will understand the importance of determining competitors in business situations.
- Students will understand the importance of establishing target markets for a business.

### Essential Questions:

- Why is it important to determine your target market(s)?
- Why is it important to identify your competitors in business?

### Knowledge from this Unit:

- Students will be able to define and differentiate target markets and explain why they are used in business.
- Students will be able to define and recognize business competitors.
- Students will learn the components to consider when determining a business' target market and competitors.
- Students will be able to list characteristics of a target market and apply them to a business.
- Students will be able to compare and contrast target markets of various companies.

### Skills from this Unit:

- Students will write a paper about target markets.
- Students will create a flier specific to their target market.



## ASSESSMENT(S)

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### Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
- Quizzes/Tests
- Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners

- \_\_\_\_\_ Constructed Responses
- \_\_\_ Chart good reading/writing/listening/speaking habits
- \_\_\_ Application of skills to real-life situations/scenarios
- \_\_\_\_\_ Post-test

**Assessment(s) Title:**

- Target Market Fundraising
- Target Markets and Competition Quiz with KEY

**Assessment(s) Description/Directions:**

There are two assessments for this lesson: a quiz and an activity. Use the quiz after giving the following activity:

Tell the students to imagine they are in a club and are selling fruit, candy, baked goods, etc. for a fundraiser. Decide on a set of products that would be used to sell to make a profit. Think about who would buy their products. Identify the **target market** or markets for your fundraiser. After they have identified the **target market(s)**, consider the characteristics of each in terms of age, gender, types of jobs people work, income level, education level, where people live. In the document you create, briefly explain why you chose each **target market**. Additionally, using complete sentences, write a brief description of each **target market** you have identified. Once the paper has been written, have students create a flyer that would be used to target their market for their products. Make sure the flyer attracts customers who the students are trying to target.

Students will then take a short quiz on target markets and business competition.

**Attachments for Assessment(s):**

- Target Market Fundraising Rubric
- Target Markets and Competition Quiz with KEY



# LEARNING EXPERIENCES

## Sequence of Instruction

### 1. Interest Approach

Begin class with a discussion about the different types of people and the stores they cater to in a shopping mall. Have students write down answers to the following:

*Thinking about the last time you were in a shopping mall, what entrance did you come through? List the stores you entered or what stores were near the entrance. Describe personal characteristics of the type of people who shopped in that store or stores.*

Break the class into four equal groups. Each group represents a different type of store in a shopping mall. One person from each group will be the recorder. He/she will take out one sheet of notebook paper and record your group's responses.

- *Group one: you are a department store (Macy's, Belk, JC Penny, etc.).*
- *Group two: you are a video game store.*
- *Group three: you are an upscale specialty men's clothing store.*
- *Group four, you are an upscale specialty women's clothing store.*
- *Group five: you are an outdoor shop (Bass Pro Shop)*
- *Group six: you are a sporting goods store (Sports Authority)*
- *Group seven: you are a children's clothing store (Children's Place or Gymboree)*

For each group, you are to answer the following questions (write on the board):

- What age(s) of customers are shopping in your store?
- Are your customers male or female?
- What types of occupations do you think your customers have?
- How much is their income?
- Are there any other characteristics of your customers that are relevant?

You have ten minutes to answer these questions. After ten minutes are up, each group's recorder will write their responses on the board.

While students are working, draw columns on the board so that each group's responses can easily be compared and contrasted. Add rows to include the characteristics asked in the above questions. Call each group and have them write their answers on the appropriate rows and column.

After students have written their responses on the board, discuss why it is important for a business owner to be able to recognize the people who will shop in their store. Use the following questions to guide your discussion:

- *What is different about these four different groups of people?*
- *How is the environment in each of these businesses different?*
- *What if the environment of the arcade was similar to the department store?*
- *What if the environment of the department store were similar to the arcade?*
- *Why is this important for business owners to consider?*

*“Excellent everyone! In our last lesson, we investigated brands and created some very simple business goals. Both are very important to potential entrepreneurs, as is today’s topic. Today, we are going to look at how to identify customers and identify what we need to consider about our business competitors. When we talk about identifying our customers, or our target market and our competitors, it is important to remember that we are dealing with people. Dealing with people involves social interactions. Anytime we work to improve our interactions with others, we are utilizing social growth”.*

## **2. Components of a Target Market**

Write the following on the board and have students copy into their notes.

I. **Target market** – identify the following characteristics about the people we plan to sell to:

- A. Age range
- B. Gender, male or female
- C. The types of jobs people work, or what profession they are in
- D. The income level, the amount of money individuals in the group make (a range, average, or both)
- E. The educational level of the individuals in the group (high school, community college, college)
- F. Where individuals in the group live (apartment, house, rural or urban)

Make copies of the “Target Markets” documents provided and post them around the room before class starts. Write the characteristics from the “Characteristics of Target Markets” document on sticky notes and distribute several to each student.

*To the students, say, “So that we can better understand the concept of target markets, let’s take a look at some groups and determine the characteristics of each group based on what we know about target markets. The target markets are on sheets of paper posted around the room. When I say, “Go,” take your sticky notes and place them with the target market you think they should be placed with. You will have two minutes to complete this activity. What questions are there? Go!”*

As students are organizing the characteristics, walk through the room and assist students. After two minutes are up, discuss the results as a class. As students read each group, record the responses on the board.

*“Let’s take a look at each of these. Who will share with us the characteristics of the preteen target market? Let’s take a look at the senior citizen target market. Who will tell us about this group? Now let’s look at the farmer target market. Who will share these? What about the young professional target market? Finally, let’s look at the high school student market. Who is up for this final group?”*

*“We did a great job of organizing these characteristics into the appropriate target market. This is important as we continue thinking about establishing our own entrepreneurial enterprise. Think about which of these target markets you would like to describe in words using the indicators on the board (age, gender, employment status, income, education level, area of residence).”*

Have students choose create a sample target market that includes at least three characteristics discussed in class and write a one page description, in paragraph form, of the target market and types of products/companies who would target that group. Encourage students to think about personal experience with this activity.

Circulate through the classroom as students are writing to assist and ensure that quality products result. Also, look for potential student products to share with the group. Gauge the time based on the progress of the group. Select two to three students to share with the group. Selected students share their target market descriptions.

### 3. Identifying components of Competition

Ask students, “*What do you think of when you hear the word **competitor**?*”

Solicit responses and validate.

*“When we think of competitors related to our entrepreneurial enterprise or business, we think of those other businesses selling the same or similar product as we are, right?”*

Write the following on the board:

Description of **Competitors** – questions to consider when identifying your businesses competitors.

- Who or what business is selling the same or similar product that we plan to sell?
- How far away from our location are these businesses?
- How do these competitors’ products compare to ours? What are the strengths and weaknesses of their products?
- What do we know about how these businesses are doing financially?
- What is the price of each competitor’s product?
- How does each competitor advertise its product?

*“Let’s take a look at some questions we must consider when describing our competitors. Write down the description of competitors in your notes.”*

*“Understanding who your businesses competition is helps you to be a better entrepreneur. Knowing competitors’ prices and product and/or services will enable you to counteract their business strategy. You can set your prices competitively and offer different products that may help you reach your **niche market**. Can anyone recall the definition of a niche market from two lessons ago?”* Solicit answers.

*“Knowing who your competition is and what they do will enable you to take advantage of their weaknesses. This will help you to develop a better marketing plan. The old saying, “Keep your friends close; keep your enemies closer” holds true. Though other businesses are not really your enemy, you must be proactive in researching their business strategies in order to improve your own strategies.”*

*“For example, let’s say that you are the owner of a sporting goods store. There is also another sporting goods store in the area. What are some things that you could take advantage of to improve your business?”* Solicit answers.

Have students break into small groups and develop a “weather forecast”.

Ahead of time, go to [www.youtube.com](http://www.youtube.com) and look up examples of weather forecast reports to show students. Or, you may turn on the Weather Channel if your classroom has cable TV). Lastly, you can record one and show it to the students. If none of these are options, feel free to have a discussion about the student’s experience with a weather forecast.

*“You will now create a “weather forecast” within your groups. You will forecast what will happen, show how other people and activities will be affected, and describe what their latest “Doppler radar” explains about this idea, concept, or process. Before we begin, let’s brainstorm some characteristics of a weather report.”*

Solicit responses (high, low, front, temperature, wind, rain, humidity, snow, etc.). Write these terms on the board.

*Take five minutes and create a 30-second weather report using the information on competitor descriptions and our brainstormed terms on the board. Your weather report can also make predictions about what will happen when each of these elements interact. When we are finished, one person from each group will report the “weather”. Are there any questions? Five minutes starts now!*

Have the reporter from each group share their weather report with the class. Make this fun and exciting by adding props and making it look like a real weather report.

Complete the lesson with the assessment noted earlier in the lesson plan.

### **Attachments for Learning Experiences:**

Target Markets

Characteristics of Target Markets

### **Notes & Reflections:**

For the target market description paragraph, you may or may not collect these for a grade.

Prepare the post it notes ahead of time to use in the characteristics of a target market section.

For the You Tube video, there are free you tube video downloader available for you to save the video onto a flash drive and then project it onto a white board.



## **CULMINATING PERFORMANCE TASK**

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### **Culminating Unit Performance Task Title:**

Local Business Target Markets

### **Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

Make a list of well-known local businesses. This can be handed out or written on the board. Have students select a business and identify the target market for each. Consider age, gender, income, education level, place of residence, etc. Have students consider the products and/or services that the business provides and compare these to the characteristics of a target market.

### **Attachments for Culminating Performance Task:**

None.





# UNIT RESOURCES

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## Web Resources:

[www.youtube.com](http://www.youtube.com)

## Attachment(s):

## Materials & Equipment:

- Copies of Target Markets to post on walls
- Sticky notes
- Copies of Target Market Fundraising Rubric for each student
- Copy of Characteristics of Target Markets
- Internet access (YouTube) or a television with cable (The Weather Channel)
- Copy of Target Markets and Competition Quiz with KEY for each student

## What 21st Century Technology was used in this unit:

  
  
  
  
  

Slide Show Software  
Interactive Whiteboard  
Student Response System  
Web Design Software  
Animation Software  
Email

  
  
  
  
  

Graphing Software  
Calculator  
Desktop Publishing  
Blog  
Wiki  
Website

  
  
  
  

Audio File(s)  
Graphic Organizer  
Image File(s)  
Video  
Electronic Game or Puzzle Maker