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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Marketing |
| **Course Name** | Practicum in Marketing |
| **Lesson/Unit Title** | Focusing on Market Segments |
| **TEKS Student Expectations** | **130.387. (c) Knowledge and Skills**  (3) The student demonstrates the importance of marketing and the functions of marketing.  (A) The student is expected to explain the marketing concept  (B) The student is expected to describe each marketing function and how it relates to the marketing concept  (5) The student knows the concepts and strategies used to determine target markets and market identification.  (B) The student is expected to compare and contrast advantages and disadvantages of market segmentation and mass marketing |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   1. Students will define demographic segmentation. 2. Students will define psychographic segmentation. 3. Students will define geographic segmentation. 4. Students will explain how to evaluate market potential and calculate market share. |
| **Rationale** | Students will explore how markets can be segmented in a variety of ways and how this leads to product usages and marketing benefits. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Market Segmentation** - The process of dividing a large group of consumers into subgroups based on specific characteristics and common needs  mass marketing-directs a company’s marketing mix at a large and heterogeneous group of consumers  **Geographic Segmentation** - Dividing consumers into markets based on where they live  **Demographics** - Descriptive characteristics of a market such as age, gender, race, income, and educational level  **Psychographics** - People’s interests and values  **Benefit segmentation** - Divides consumers into groups depending on specific values or benefits they expect or require from the use of a product or service  **Market Opportunity**- An identified market with excellent potential based on careful research  **Market Potential** -The total revenue that can be obtained from the market segment  **Market Share** - Portion of the total market potential that each company expects in relation to its competitors |
| **Materials/Specialized Equipment Needed** | * Independent Practice Assignment #1 -Product Service Inventions for an Aging Population * Product Service Inventions for an Aging Population Rubric * Independent Practice Assignment #2 -Marketing to the Generations Project * Marketing to the Generations Project Rubric * Internet * Construction paper * Scissors and glue * Poster board * Newspapers * Computers for students to complete projects * Projector for PowerPoint presentation |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | 1. Students will prepare a list of adjectives that describe themselves to someone who has never met them. Students should consider their unique personality characteristics and physical characteristics. Students will then explain how these characteristics influence their purchasing decisions. 2. Students will use the Internet to search the U.S. Census Bureau to list the demographics for the community or county where they live. 3. Ask students to brainstorm a list of adjectives they would use to describe the overall population of their community. Factors to be considered include income, education, standard of living, and most popular types of careers in the community. This activity is a great ice breaker for discussing market segmentation and demographics. 4. Ask students to draw a large circle on a piece of construction paper and then to divide it into segments like a pie. Tell students that marketers “section off” consumers in a similar way to put them into certain purchasing groups based upon such characteristics as where the consumers live and what they value. |
| **Direct Instruction \*** | I. Market Segmentation-process of dividing a larger group of consumers into subgroups based on specific characteristics and common needs  A. Market segment-group of individuals or organizations within a larger market that share one or more important characteristics  B. Mass marketing-directs a company’s marketing mix at a large and heterogeneous group of consumers  II. Segmentation Categories  A. Geographic-dividing consumers into markets based on where they live  B. Demographic Characteristics-age, gender, race, income, educational level  C. Psychographics-people’s interests and values  D. Product usage-frequency of use, quantity, consumer experience  E. Benefit expectations-utility to the consumer  Give students an outline of the United States and then ask them to divide the country into five different geographic locations based  upon climate and the type of geography.  This is a good way to introduce geographic segmentation.  IV. Identifying and Analyzing Market Segments   1. Market opportunity-an identified market with excellent potential based on careful research 2. select a market or product category to study 3. choose a basis for segmenting the market 4. gather information for analysis 5. identify the segments that exist in the market   5. use the market information to choose the markets that present the greatest and least amount of potential  B. Market potential-total revenue that can be obtained from the market segment  C. Market share-the portion of the total market potential that each company expects in relation to its competitors  Ask students to give examples of product usage for an automobile. Answers may include travel to work, school, errands, and pleasure. Then discuss how auto manufacturers consider these uses to produce different kinds of automobiles and commercials to advertise the automobiles.  V. Determining Market Potential  A. Number of potential customers  B. Customers’ interest in the product or service and other mix elements  C. Amount of money customers have available to make the purchase  D. Business’s ability to communicate with and distribute the product to consumers  Ask students to describe a popular brand of jeans that has a high price. The class should discuss the characteristics of the jeans, how the demand was created, price, and means of advertising to the target market.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Give each student a city to research on theInternet. They must find the demographics for the city by researching the Census Bureau website. Ask students to describe the characteristics of Generation Y, Generation X, Baby Boomers, and the Silent Generation. They can use the Internet to research each of these groups. This research will contribute to a good class discussion and serve as the introduction for the Marketing to the Generations project Part One.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. Students will understand and research different market segments. 2. Independent Practice Assignment #1 -Students will match goods and services to the demands of different market segments. Use Product Service Inventions for an Aging Population to get the directions about the project and Product Service Inventions for an Aging Population Rubric to evaluate the project.   3. Independent Practice Assignment #2 -Students will complete the first part of the Marketing to the Generations project. Use Marketing to the Generations Rubric to evaluate Part One of the project.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | *Ask students to answer the following questions aloud:*   1. What is mass marketing? 2. Trying to reach everyone with your marketing message. 3. What factors make up demographics? 4. age, gender, race, income, educational level 5. What is market segmentation? 6. The process of dividing a large group of consumers into subgroups based on specific characteristics and common needs 7. What type of segmentation involves dividing the country into the South, Midwest, Plains, East Coast, West Coast, Rocky Mountain West? 8. Geographic segmentation 9. What is market share? 10. the portion of the total market potential that each company expects in relation to its competitors |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**   1. Instructor will observe students during the independent Practice assignments and class participation as well as during introduction discussion and PowerPoint discussion. 2. Instructor will assist individual students as needed.   **Formal Assessment**  Use Product Service Inventions for an Aging Population Rubric to evaluate Product Services Inventions for an Aging Population project and use the Marketing to the Generations Rubric to evaluate Part One of the Marketing to the Generations Part One project.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | 1. Marketing Yourself, Cengage South-Western Publishing 2. Marketing, Third Edition, James L. Burrow, Southwestern Cengage Learning 3. Marketing Essentials, McGraw Hill 4. USA Today and local newspaper |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Ask students to research the changing automobile industry by using the Internet. Students design a collage showing pictures of cars from the different decades and bulleted lists giving details about the automobiles. Students will explain the different looks, size of car, and special features based upon historic and economic conditions at the time.  Split the class into groups to research and report on the characteristics of consumers for the 1920s, 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, 1990s, and 2000s. Students must report on historical, economic, industrial, and other business events that influenced each decade. Inventions, the workplace, income, and other factors should be discussed by each group. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)