

Bake Sale Lesson 2: Marketing Research Part II

SUBMITTED BY: WGYP Summer Educator

SUBJECT(S): Entrepreneurship

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

This is the second part of a two-part lesson in entrepreneurship marketing research. In the overall project, Bake Sale, the class will become a company. In this piece of the unit, students will analyze their data from the survey they conducted, find ways to represent the data, make suggestions about how to use the results and present the information to the class. They will create tables, graphs and a presentation. This lesson and the previous can be used in the unit or modified slightly to stand alone and teach about entrepreneurship market research.

≡ RELATED ARTICLES:

- [“Connecting the Dots Between Architecture, Marijuana, Marketing and Life”](#)
- [“A Platform for Selling Art and Pursuing Dreams”](#)

Standards:

- Analyze customer groups and develop a plan to identify, reach and keep customers in a specific target market.

Common Core Standard(s):

- CCM Standard for Probability Overview: Summarize, represent, and interpret data on two categorical and quantitative variables.

- CCR Standard for Speaking and Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR Standard for Speaking and Listening: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Objectives/Purposes: In this lesson, students will learn about the importance of market research, and work in groups to analyze and interpret the results for the survey. They will construct tables, graphs and a presentation. They will make recommendations to the class about decisions for the bake sale.

Other Resources/Materials:

- Sample Marketing Research
- Computers if available
- Poster board or Newsprint
- Markers

Activity:

1. Do Now: Get into your groups and start working. You need to start going through the surveys. (5 min)
2. The teacher will go over what needs to be presented. Use the Sample Marketing Research worksheet from the previous lesson. (5 min)
 - Present the survey, the items that the group selected to put on the survey and why.
 - Then you will present the results of the survey (graph and/or table).
 - The the group's analysis of the results and suggestions to the class.
3. Groups will have time to work on their presentations. (15 min)
4. Each group will have 5 min to present. (15 min)
5. Wrap Up: As a class make final decisions. (5 min)

Practice Outside of the Classroom:

This lesson is long, and students might need some additional time to work and complete the presentations.

What Worked and What I Would Do Differently:

The teacher should think about the best way for students to make the final decisions. It might work to vote on them or come to a consensus through discussion. This depends on the class. Teacher should make a decision about how this will run before class.

Depending on how many presentations these students have done, the teacher might want to give a short presentation. Students can then discuss the teacher's presentation and use it as a model.

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