

# Bake Sale Lesson 1: Marketing Research Part I

**SUBMITTED BY:** WGYP Summer Educator

**SUBJECT(S):** Entrepreneurship

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

## ≡ OVERVIEW:

This is the first day 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 be learning about market research. They will create a survey and begin to collect the data. This lesson and the next can be used in the unit or modified slightly to stand alone and teach about entrepreneurship market research.

## ≡ NBEA STANDARD(S):

- Entrepreneurship, II. Marketing

## ≡ RELATED ARTICLES:

- [“Innovators Must Master the Art of Brainstorming”](#)
- [“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.

**Objectives/Purposes:** In this lesson, students will learn about the importance of market research by working in groups to develop their own surveys and beginning to collect data. They will learn about ways to present the data.

### Other Resources/Materials:

- Sample Marketing Research Worksheet
- Computers if available

### Activity:

#### Student Worksheet

1. Do Now: If you were going to set up a restaurant, what type of food would you decide on and how would you make that decision? (5 min)
2. For the next couple of lessons everyone in class will be entrepreneurs. Together, you will help devise a marketing, finance and accounting plan for a class bake sale. To begin, today's lesson will focus on the marketing strategy. When developing a marketing strategy, it is important to do some research. Think about who your clients are, and then ask them what they might like and why. The teacher will give an example of a survey, data from the survey and graph. This can be found on the worksheet Sample Marketing Research. (10 min)
3. Teacher will go over what each group will be doing. There will be three small groups. Each group is responsible for devising a survey, collecting data, displaying the data in a graph and presenting the information to the class. (5 min)
  - This is a service project, so the profits will go to a charity or something for the school or the community. Group 1 is responsible for figuring out the type what

that should be. Group 1 will do this by doing a little research, devising a survey and then asking other students.

- Group 2 is responsible for figuring out the food for the bake sale. Remember it needs to be something all of you could make and profit from. After doing a little research about what students in class can actually make, it would be good to devise a survey and start asking the students who they think will be buying the food. You might want to think about the benefits of having a theme, or healthy vs junk food, etc.
- Group 3 is responsible for figuring out the time and place to hold the bake sale. As a group, you might want to brainstorm ideas (think outside the box) and then come up with a list and survey the students. You can be creative. If there is a school sporting event, music event that would be good. You want to think about where and when you will best be able to have a successful bake sale.

Each group will be doing this on their own and then presenting to the class. The class will make the final decision.

4. Group work (20 min)
5. Wrap Up: What does your group have to do?

### **Practice Outside of the Classroom:**

This lesson is long, which may require some of the students to prepare outside of class. Students might want to conduct the survey outside of class time.

### **What Worked and What I Would Do Differently:**

Students might need some additional time to research ideas. They might make selections for the survey based on their wants or needs, rather than backed up and supported by research.

Teacher might need to walk around and ask supporting questions as to why they are making the decisions they are making.

Depending on the size and ability of the class, the teacher can break students into a few small bake sale groups and have each group be responsible for completing all parts of the bake sale project (including market research).