Objective:
To establish a common understanding of demographic studies related to marketing a product

Suggested Classes: Business, Retail, Fashion Merchandising, Marketing, Clothing, Economics

Student Activity:
Students research and analyze data and present their results in a promotional format

Suggested Materials:
• Access to the Internet
• Library with librarian assistance
• Magazines with product reviews
• Paper, pens, scissors, glue sticks
• Poster boards in colors

Warm-Up Exercise:
Ask students what new products they have noticed in stores recently. Continue by asking them to brainstorm about new products that have been developed in the last five to ten years. What are the new products? What are their functions? Who uses them? Are they still popular? Why or why not? Which have disappeared from the market and which have developed longevity?
Project Guidelines:

Students work in teams of three or four to research a new product on the market. They determine the type of store selling that specific sort of product, the age range of the target customer, and the annual sales figures for the product, and then write a five-question consumer survey about the product. Next, they have several people in the target age group complete the survey. The team then writes a one- or two-page report on the product’s background, demographics, and (using the results of the survey) current consumer attitudes toward the product. Lastly, they create a visual aid and marketing slogan with related advertising ideas to promote the product to the class.

Follow-Up Exercise:

Have students do Internet and/or magazine research to find a new product that hit the market within the last 30 days and have them bring their findings to class for further discussion.

State and National Standards:

Arizona State Standards

Marketing Management and Entrepreneurship
4.0. Analyze factors that influence consumer behavior.
4.1. Describe how personal values influence choices and goals.
4.2. Describe how diversity influences purchasing decisions made by consumers.

8.0. Practice critical thinking, problem solving, and decision-making skills applicable to marketing.

16.0. Demonstrate oral communication skills for the marketing field.
16.6. Prepare and deliver presentations.

17.0. Demonstrate written communication skills for the marketing field.
17.1. Conduct formal/informal research to collect appropriate topical information.

California State Standards

Fashion and Interior Design Industry Sector
A10.0. Students understand the skills and procedures necessary for sales and marketing in the fashion industry.
A10.3. Analyze sales and marketing techniques for effectiveness.

B 4.0. Students understand the main principles of sales and marketing in the interior design and furnishings industry.
Washington State Standards

Essential Academic Learning Requirements: Writing
2. The student writes in a variety of forms for different audiences and purposes.

Essential Academic Learning Requirements: The Arts
2. The student demonstrates thinking skills using artistic processes.

National Standards

Business Education: Marketing
I. Foundations of Marketing
Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

II. Consumers and Their Behavior
Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.

IV. Marketing Research
Achievement Standard: Analyze the role of marketing research in decision making.

Family and Consumer Sciences: Textiles, Fashion and Apparel
16.5. Evaluate elements of textile, apparel, and fashion merchandising.
16.5.1. Apply marketing strategies for textile, apparel, and fashion products.
16.5.6. Apply research methods, including forecasting techniques, for marketing apparel and textile products.