

## LESSON NOTES

### Exemplar lesson plan

#### Note to teacher

The purpose of this lesson is to show pupils how effective market research is carried out. This will be a useful skill for their examination courses. Good research will inform and change a pupil's design ideas. Two questions which pupils should ask during designing are:

1. How will this research help me in my designing?
2. How was my design influenced by my research?

Researching is not an easy task. Focused thinking is important. Much time can be wasted by ineffectual researching, using inappropriate methods, and even ignoring all the information pupils have collected when they make their design decisions! Examples from industry of rigorous research being carried out and used effectively can be stimulating for pupils.

#### Adapting this lesson plan

This is based on a 90 minute lesson - if you have short lesson times or have to book a computer room, you will need to split the practical lesson from using the Campaign interactive. This will make two shorter lessons.

<b>Lesson No</b>	2 (out of 8)
<b>Unit of work</b>	Campaign - Designing for markets
<b>Topic for lesson</b>	Using market research to explore needs, wants and opportunities in the context of designing for markets

#### Lesson objectives

Pupils will be taught

- What the difference is between open and closed questions
- How to word questions effectively - to find out what they want to know
- Who to ask - How to choose suitable questions for the target audience
- How to record responses and present results so that they can be interpreted and analysed quickly

#### Differentiation

##### Most pupils will

- Carry out simple product research and user research to identify users and what they want

##### Extension (additional objectives for some pupils)

- Know the difference between qualitative and quantitative research and will choose further complementary research methods

##### Enrichment (how the objectives will be addressed in more depth for some)

- Be more ambitious in their sample size and searching in the questions asked

##### Intervention - (pupils who will require support)

- Reword or frame the sample questions into questions for their own product

#### Homework

Use BMES resource - Pizza poster information sheets - Club Pizza (Shaun: market research)

**Resource List**

**Campaign interactive website**

<http://www.bmesonline.org.uk/interactives.htm#>

**ICT Access — with the facility to show the whole class together, then one computer between 3 pupils**

Sets of picture cards of ‘products’ and ‘target market people’ - enough for each group of 4 to have their own sets

**FEATURES OF TEACHING**

<b>introduce</b>	<b>present</b>	<b>demonstrate</b>	<b>remind</b>	<b>explore</b>	<b>explain</b>
<b>exemplify</b>	<b>question</b>	<b>scaffold</b>	<b>model</b>	<b>refine</b>	<b>intervene</b>
<b>check</b>	<b>correct</b>	<b>feedback</b>	<b>apply</b>	<b>fix</b>	<b>conclude</b>

**STARTER**

**Explore** (5-10 mins)

**Target markets/groups**

Give two sets of cards for the groups. One set has images of different target groups of people and the other set has products aimed at that group. For example, blue parrot cafe range (children), magnum ice cream (women aged 25-40), lucozade sport (teenagers/young leisure).

Ask the groups to match the product to the target market. Discuss why they made their choices or assumptions (you may want to follow this up with some discussion of stereotyping or grouping of people).

**TEACHING SEQUENCE**

**Introduce** (15 mins)

**Open and Closed questions**

Ask the groups to split into pairs and pick one target group. They are to imagine that they are going to write a questionnaire to find out what new food products that person would like. Ask the pair to write 6 questions for the questionnaire.

Ask the pair to swap their questions with another pair. Ask pupils to look to see how they could record the likely replies to those questions. For example, can the question have a set of responses such as - sometimes, always, never . You can allow pupils to reword the questions so that they achieve closed responses.

Ask the pair to look at each others questions and answers, explaining any changes to the questions.

**Demonstrate** (10 mins)

Campaign Interactive . Use Scene 1 the Advertising Agency - show the pupils how to log on and begin the interactive, then choose a sample size, closed questions and how to interpret the graphs.

**Scaffold** (20 mins)

Pupils use the interactive in pairs or threes to complete the activity.

**Check** (10 mins)

Ask pupils for additional ‘closed’ questions which could be asked. Explain when it would be possible to use more open questions and why they might be used.

Ask the pupils if they found it helpful to have the analysis presented as a bar chart or pie chart, for example, could they see trends more easily?

Ask the pupils to clarify what is meant by the terms used in the interactive - consumer research, qualitative and quantitative research, sample size, open and closed questions.

**Apply** (20 mins)

Ask the pupils to develop their own consumer research questionnaire for the product they are developing for their mini enterprise, taking into account:

Who will they ask?

How many people will they ask?

What closed questions will be suitable? What do they need to find out?

How will they present their results?

**PLENARY**

**Feedback** (5 mins)

Ask two of the groups to report on their questionnaire and invite comments from the group of the effectiveness of their questions.

**MAIN OUTCOMES**

Carry out simple product research and user research to identify users and what they want, eg carry out a survey or observation of users.