

# Targeted Teaching Topic—Product/Service Creation Part II

## Teachers Guide

### Niche Marketing Goes to the Dogs (and Cats, Birds....)

1. Duplicate the Targeted Teaching Topic “Nice Marketing Goes to the Dogs (and Cats, Bird...), the Journaling Handout pages, and any extra material you may find relevant to the topic.
2. Distribute the Targeted Teaching Topic first and have your students read through it.
3. After an appropriate amount of time, lead a discussion posing the questions below (or your own).
  - a. How many of you currently own one or more pets? (Show of hands)
  - b. As I give a number of pets, stand so we can record that data as it applies to your home (record the numbers on your whiteboard, chalkboard, or an overhead transparency), then have them be seated after each number is given.
    - No pets
    - 1 pet
    - 2 pets
    - 3 pets
    - 4 or more pets
  - c. Now, stand if this applies to your household (record numbers for each category)
    - One or more cats
    - One or more dogs
    - One or more birds
    - One or more fish
    - Other pets (record the type of pet and the number owning that pet)
4. Lead additional discussion posing the following questions and have one of your students record the answers for everyone to see
  - a. What are some non-necessity items (necessities would be basic food, water, shelter) that you or members of your family have purchased for your pet(s)?
  - b. Are there specific “luxury” or “reward” items you or your family members would like to or are planning to buy for your pet(s)?
5. Share examples of luxury items that other pet owners are buying for their pets (See handout).
6. Distribute the “Pet Spotting” Journal pages and explain the time frame, your expectations, and the date when the assignment is due.
7. One the date the journals are due, options that you can choose from for discussing product/service creation include:
  - a. Have students get into groups of 3-5 and share what they had observed.
  - b. After an appropriate amount of time, have each group share some of the significant things they heard.
  - c. Conduct a “brainstorming session” in which students are asked to think of new products or services that could be offered either in your community, the state, the nation or globally based on what they heard in their groups and/or during their week of observation (“pet spotting”). Have the students “critique” or discuss the feasibility of offering these products/services. Have them be **specific** with their rationales. Seek input both pro and con for ideas offered.

