

Setting Up Shop

Purpose

Students will locate information by using a variety of consumer and public documents.

Materials

For the students: local phone books with yellow pages, local newspapers with classified ads, popular magazines, copies of Black Line Master (BLM) *My New Store*, pens or pencils

Activity

A. Pre-Activity Discussion

1. Ask students to explain how people with stores decide what to sell. Ask: "How do they know a product will make money for them?" [For example, they look at what is selling now and what people need – they do market research.]
2. Tell students that they will choose a type of product to sell, check out the local competition, and find a building in which they can set up their store. Distribute magazines, copies of the yellow pages, and the local newspaper.

B. Identify Your Product and Location

1. Let students form pairs or work individually.
2. Give the BLM *My New Store* to students and have them complete it during the activity.
3. Tell students to first decide what product or group of products they would like to sell. Direct them to look through magazines and the local newspaper to identify trends and needs. If students have trouble identifying a type of product, remind them that some of the best-selling products are things people always need but that get used up (e.g., food, clothing, soap, batteries, gasoline, etc.). Encourage students to identify what makes their product unique (e.g., imported food, specialized equipment for soccer players, etc.).
4. Once students have identified what they want to sell, have them check to be sure that there are not too many local stores already selling the product. Have them look in the yellow pages and at advertisements in local newspapers. If the product is already sold in a lot of places, have students think of another product or of ways to make their product offering distinctive.

(continued)



**connecting
across the
curriculum**

Visual Arts

Have students design newspaper advertisements for their stores. Have each student include a graphic and some text that shows how his/her store is different from others.



**EXTENDING
THE
ACTIVITY**

Have students look at job listings in the local classified ads and pick out some jobs they would like to have.

**Standards Links
7.2.1, 7.4.4, 7.4.5**

Activity (continued)

5. Finally, have students identify ways to find a building for their store (e.g., finding real estate agencies in the yellow pages, looking at commercial real estate listings in the newspaper, etc.).





C. Close the Activity

1. Have students write a business plan for their stores that describes what they will sell, where the stores will be located, and why they think their stores will succeed.
2. Encourage students to share their experiences with the class. Ask students to explain how they came up with their product ideas and what information supported the ideas.

Classroom Assessment

Basic Concepts and Processes

After students complete their business plans, ask them the following questions:

-  What kind of information is in the yellow pages?
 -  What is one way to find a commercial building for rent?
 -  How did you decide on your product idea?
 -  What was the most useful source of information for you?
-

Name: _____

MY NEW STORE

Product

What are you going to sell?

Why do you think your product will sell well?
Include information you found in magazines
and the newspaper.

Competition

Competition found in the yellow pages:

Competition found in newspaper ads:

Store Location

List two ways you could find a commercial
building for sale or rent:

What is the rent for one building that is
available now?

MY NEW STORE

Teacher Directions

Distribute the BLM *My New Store* and have students use magazines, the local newspaper, and the local yellow pages to complete it. Encourage students to look through these publications to identify trends and needs that will help them decide on a product. If students have trouble identifying a type of product, remind them that some of the best products are things people always need but that get used up (e.g., food, clothing, soap, batteries, gasoline, etc.). Encourage students to also identify what makes their product unique (e.g., imported food, specialized equipment for soccer players, etc.).

When students look for local competition, have them think of how their product would be listed in the yellow pages and look under the appropriate headings. When students look for ads in the newspaper, encourage them to first decide which section is most likely to have the ad.

When students look for commercial buildings for rent, help them to use the commercial real estate listings.

Answer Key

Not applicable.