

## SETTING UP A STORE (LEVEL 3)

<b>Description</b>	The learner will be able to apply concepts of addition, subtraction, multiplication, division, and greater than/less than within the context of purchasing and selling. The learner will be able to apply concepts of addition and subtraction to calculate profits and losses.
<b>Leading Question</b>	What are the expenses (costs) of running a store?
<b>Total Time Required</b>	~50-60 min a day over 4 days
<b>Supplies Required</b>	Pencil, paper, color pencils (optional)
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Multiply, add, and subtract in order to:</li> <li>2. Determine the cost of a set of items and whether they have sufficient money to complete the purchase</li> <li>3. Determine the different combination of items a fixed sum of money could purchase</li> <li>4. Determine whether the costs of setting up the store and whether the store is profitable or not.</li> <li>5. Apply these skills to decision-making in a real-life shopping scenario</li> </ol>
<b>Previous Learning</b>	<ul style="list-style-type: none"> <li>● Whole numbers</li> <li>● Basic addition</li> <li>● Basic subtraction</li> <li>● Understand the concept of money</li> </ul>

## DAY 1

Today you will start creating your own store!

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>25 minutes</b>	<ul style="list-style-type: none"> <li>● Ask the learner to imagine they are setting up a small shop or stall in the community.</li> <li>● On a sheet of paper, the learner should write out the name and the theme of the shop (e.g. sports, kitchen, etc.) based on what they intend to sell in the shop and the list of items they will sell in the shop (about 10-20 items), the “catalogue.”</li> </ul>

- Next to each item, ask the learner to indicate the original price of the item (price at which they will buy the item) and the price they will sell the item for.
- Finally, calculate the potential profit (i.e. how much the learner will make in case the item is sold) of each item based on the selling price
- *If you are comfortable with whole numbers, encourage them to stretch themselves by including prices in dollars and cents (E.g. \$2.80 instead of \$2).*

E.g. JR Stationery store

Item for Sale	Original Price	Selling Price	Profit (selling price - original price)
Notebook	\$4	\$7	\$3 (\$7-\$4)
Pencil	\$0.50	\$1.50	\$1 (\$1.50-\$0.50)
Pen	\$1.20	\$3	\$1.80- (\$3-\$1.20)

**10 minutes**

- The learner lists the possible costs of setting up the shop or stall. Things to consider include rent, salaries (if hiring help), utilities (e.g. electricity, water). The learner may ask an adult for help in identifying and estimating these costs or may take a best guess themselves. Total up these costs.

**20 minutes**

- Ask the learner to create scenarios or profiles of customers entering the shop to purchase items. The learner should create 8-10 profiles. Under each profile, list the name of the customer (optional), what item or items they want to purchase, how many of each item(s) they want to purchase, and the amount of money they are bringing with them into the store. The items the customer is seeking to purchase should be listed as items in the learner's store.
- *For more advanced learners, challenge them to include more items on the customer's list (instead of buying 4 pencils, more advanced learners could use more complex combinations such as 3 pencils, 9 notebooks, 13 pens).*

E.g. Customer 1 - Ali

Wants to purchase - 5 notebooks and 8 pencils

Has - \$50 dollars

Use the table below to summarize the information:

Customer	Quantities of items to purchase	Total amount of money they bring to the store
Ali	5 notebooks and 8 pencils	\$50

15 minutes

Critique and revision:

- Learners present all the day's work (the price/profit computations and the customer profiles) to their parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following prompts:
  - Are the listed items attractive for a local customer?
  - Are the prices fair? Are the prices competitive?
  - Are the profits enough to compensate for the costs of setting up the store?
  - What are some suggestions to make the store more profitable?
- Learners make the edits and work on suggestions (if any) to their work to make it better.

## DAY 2

Today you will work on calculating how much money each customer will spend.

Suggested Duration	Activity and Description
60 minutes	<ul style="list-style-type: none"> <li>• Using the catalogue and profiles from Day 1, ask the learner to calculate the amount of money each customer will need to purchase the items desired. Use the prices of the items in the learner's store for these calculations.</li> </ul>

- E.g.: Using the examples above, Ali wants to purchase 5 notebooks and 8 pencils. The cost of a notebook in my store is \$7. The cost of a pencil in my store is \$1.50. Ali will therefore need  $5 \times \$7 = \$35$  to purchase the notebooks. He will need  $8 \times \$1.50 = \$12$  to purchase the pencils. In total, he will need  $\$35 + \$12 = \underline{\$47}$ .
- Next, the learner should determine if the customer has enough money to purchase what they need.
  - E.g. Ali has \$50. \$50 is greater than \$47 ( $\$50 > \$47$ ). He has the money to purchase what he needs.
- Finally, ask the learner to calculate either (a) how much more money the customer needs or (b) how much money the customer will have left over after making their purchase.
  - E.g. Ali will be able to purchase all the items he wants. He will have  $\$50 - \$47 = \underline{\$3}$  leftover.
- For customers with money left over, ask the learner what they would recommend the customer purchase with that money.
  - E.g. with \$3 leftover, Ali could purchase 1 pen for \$3 each or 2 pencils for \$1.50 each

15 minutes

**Critique and revision:**

- Learner presents all the day's work (the computations of whether a person has enough money or not to buy what they intend to buy, how much more the customer needs, any leftover money and the recommendations for what to use the left-over money for) to their parents or family members for revision.
- The parents or family members provide feedback using the following format:
  - Praise: What is the strength of the work done by the student?
  - Questions of clarification: Any questions or clarifications you have about the work?
  - Suggestions: In what areas does the learner need to improve their work?
- Learners make the edits and work on suggestions (if any) to their work to make it better.

## DAY 3

Today you will work on different combinations of how much a customer can buy with the money they

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EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

have.

Suggested Duration	Activity and Description
45 minutes	<ul style="list-style-type: none"> <li>Using the store catalogue and profiles from Day 1, ask the learner to come up with different combinations of items each person could purchase in the store before their money runs out. The learner may not come up with all the possible combinations for each customer, but they should try to come up with 3-5 different combinations per customer where possible.</li> <li>E.g. Ali has \$50. In my store he could purchase: <ul style="list-style-type: none"> <li>\$7x7 notebooks = \$49</li> <li>\$3x15 pens + \$1.50x3 pencils = \$45 + \$4.50 = \$49.50</li> <li>\$7x3 notebooks + \$3x9 pens + \$1.50x1 pencil = \$21 + \$27 + \$1.50 = \$49.50</li> </ul> </li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Ask the learner to imagine they were going with you to the market or a stall/shop with a certain amount of money. Using a rough estimate of the cost of items, what are some combinations of things the learner could buy with that amount of money?</li> </ul>

## DAY 4

Today you will see what your store made in profit and what you can change in the future.

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> <li>Ask the learner to imagine that all the customers (using the customer profiles from Day 1) purchased everything they needed from the store. Calculate the total <u>profit</u> from selling these items (the learner may find it useful to use the table from Day 1 calculating the profit from each item).</li> <li>Was the total profit greater or less than the cost of setting up the store (also calculated in Day 1)?</li> <li>Ask the learner to describe or write down what it means for the profit from the sales of the items to be: <ul style="list-style-type: none"> <li>greater than the cost of setting up the store</li> <li>less than the cost of setting up the store</li> </ul> </li> </ul>

	Learners can consult with their parents or older siblings in case they are having trouble needing additional support describing what it means for profit to be greater or less than total costs of setting up the store.
<b>15 minutes</b>	<ul style="list-style-type: none"> <li>• Ask the learner to consider what would happen if they raised the selling price of the items. First, ask them to anticipate what would happen to the profit by describing or writing it down. Next, calculate the changes to profit using the higher selling price.</li> <li>• How much more would they make from the sale of the items?</li> <li>• Learner can consult with their parents or other family members in case they having trouble thinking through what would happen to the store if they increased prices</li> </ul>
<b>15 minutes</b>	<ul style="list-style-type: none"> <li>• Reflection: Ask the learner to discuss or write down responses to the following questions: <ul style="list-style-type: none"> <li>- What are some possible consequences for raising or lowering the price of the items? (E.g. if the learner was the customer, how would they react to the prices being raised or lowered? How would their behavior change? Would their reaction be the same for all kinds of items?)</li> <li>- What are some (creative) strategies the learner would use to promote the sale of their items?</li> </ul> </li> </ul>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>• Overall reflection:</li> </ul> <p>The learner will now think about all the exercises they have done all week and take note of “TWO” of the following:</p> <ul style="list-style-type: none"> <li>• What is the most important lesson you have learnt through this project?</li> <li>• What are you found challenging, puzzling or difficult to understand?</li> <li>• What question would you most like to discuss?</li> <li>• What is something you found interesting?</li> </ul>

## ASSESSMENT CRITERIA

- Multiple and add to calculate the total cost of a combination of items

- Multiple, divide, add, and subtract in combination to calculate what a set amount of money can purchase
- Loosely explain the concept of a profit

## ADDITIONAL ENRICHMENT ACTIVITIES

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- Encourage the learner to use larger or more complicated numbers e.g. \$257.68 or \$49.60 vs. \$200 or \$4
- Have the learner create a sketch of a business plan. If the goal is to make a profit, what must they consider?