

The shop is important

Primary Lesson Plan



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Source

Part of a Pattern: Years 2–3 (Integrated Units Collection)

Learning area

Studies of society and environment

Level

Lower primary

Description

Using food and drink as a context, students consider where food comes from and how it gets to them. They identify where shops are found and visit one to investigate how it operates. This activity is part of the unit 'To market, to market'. In the unit, students study shops and shopping and, set up their own shops in the classroom.

Purpose

To develop an appreciation of the role of a shop in everyday life and the work that occurs there.

Duration

3 to 4 sessions

Possible outcomes

In relation to *Studies of society and environment — a curriculum profile for Australian schools*, work in this activity could lead to the achievement of outcomes in the following strands:

- **Place and space** Features of places
People and places
- **Resources**
Use of resources
People and work
- **Natural and social systems**
Economic systems

This also has links to other learning areas including Mathematics and Science.

Materials required

- copies of a map of the local area showing shops and factories that produce or sell food or drink
- a collection of food store catalogues and newspaper advertisements showing prices of food items
- a checklist of shop features for students to fill in on the excursion in step 4
- permission from the owners of selected shops or market stalls for the excursion

Procedure

1 What food do we buy?

Ask students what they think they need to eat and drink in one day. List the items. Select a set of items representing a healthy and balanced diet. Use catalogues and newspapers to help find out what their food and drink requirements currently cost.

Identify and list the original source of each item (for example, dairy, orchard, factory, home garden).

2 How do these things get from source to home?

Ask students how items other than those made at home get to them.

For a selected food or drink item, discuss what happens to the food between the source and them. Aspects to consider include processing, packaging, storage and distribution.

Represent the production and distribution of the selected item as a flow chart.

3 Shops and factories

Using the map showing the shops and factories that produce or sell food or drink, discuss in class what each place is and does.

Distinguish between shops, factories, other places of business and public buildings. Label them on the maps.

Discuss the importance of the shops in daily life. Establish family shopping patterns and what sorts of things you would buy in different types of shops.

4 Excursion

Arrange an excursion to a shopping centre or market. Tell the students that there will be two parts to the excursion.

Part 1

Prepare a checklist for students to help them record their observations and spend some time in class going through it before the excursion. Items for the checklist may include:

- type of goods sold
- similarities and differences in the appearance of the shops, such as signs, colour schemes, displays, layout, uniforms and lighting

Part 2

Students spend some time in one of the shops where they work in pairs. Ask them to choose and investigate one aspect of operating a shop from the list below:

- the size of the floor space in the shop
- the work of the shop staff
- the appearance and manner of the shop staff
- energy use for heating, cooling, refrigeration, lighting and displays
- the way items are packaged and displayed
- the fixtures and facilities of the shop
- the items customers are purchasing over a period of time
- the reasons customers choose this shop
- the use of signs inside the shop

Before the excursion, discuss with each pair how they will go about the investigations and how they will record their information. Encourage them to do so in a variety of ways.

Students interviewing customers will need help with interview technique.

Ask:

- How will you approach and speak to a customer?
- How will you ask customers for permission to ask them some questions?
- What questions will you ask?
- How will you record their answers?
- What will you say when they have answered your questions?

5 Excursion report

On return to school, each pair reports on the aspect they investigated.

Using this information, draw a diagram of the shop on a large piece of paper. Include the position and approximate size of refrigerators, shop fittings, doors and so on. On one side of the diagram, list the things the shop needs and uses. On the other side, list the things the shop provides for sale to customers. Record and display the reasons customers use the shop and the work the staff do, their appearance and their manner.

Related products

Other titles in the Integrated Units Collection are:

- *Oodles of Noodles: Early Years*
- [*From Igloos to Yurts: Years 4–7*](#)