

**WEEK 8 Studios**



**How do the choices we make as consumers impact our communities?**

Children complete work and prepare their markets to be ready for customers.

On the final two days of the unit, Studios times become Open Market Days: each child has an opportunity to act as producer/shopkeeper, and as consumer. Depending on the size and number of market groups, these days may be organized in one of two ways:

1. Half the market stalls are open; all members of those groups run their stalls while children with closed stalls shop. On the second day, the open and closed stalls switch.
2. All market stalls are open; half of the children in each group mind the stalls while the others shop. On the second market day, the children trade roles.

<p><b>Big Ideas</b></p>	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</p> <p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>The consumer choices people make can contribute to our communities.</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Business Plans for each group, from previous weeks</li> <li>● small books or long pieces of paper for representing supply chains, optional</li> <li>● small books or paper for writing autobiographies, optional</li> <li>● Our Markets Project Plan</li> <li>● Our Markets Project Reflection sheets, one for each child</li> <li>● writing tools</li> </ul>

	<p>Review each group’s business plans and work to date. Plan to support with final steps.</p> <p>Make sure that all whole group work is also complete so that the market days can run smoothly.</p>
<b>Opening</b>	<p><i>These are our last few days to prepare our markets to open! When you get together with your group, begin by deciding what you need to do to finish your market and get it ready for customers.</i></p> <p>Dismiss children in small groups to continue established project work.</p>
<b>Facilitation</b>	<p>Help children prioritize tasks for both small group market stalls and for the whole class market.</p>
<b>Closing Studios</b>	<p>Help children bring their projects to completion and prepare for open market days.</p>
<b>Project Reflection</b>	<p>Once all children have had at least one opportunity to act as both consumers and producers, have them complete a project reflection. This may be planned for the beginning of Unit 4.</p> <p>Reflection:</p> <ul style="list-style-type: none"> <li>What was it like to be a producer? (start and operate a business)</li> <li>What was it like to be a consumer? (make choices about goods/services and spend money)</li> <li>How do resources shape a community?</li> </ul>

<p><b>Market Group 1:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p><b>Market Group 2:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

<p><b>Market Group 3:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p><b>Market Group 4:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

<p><b>Market Group 5:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p><b>Market Group 6:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

**Notes for completing whole class project:**

**Standards**

Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following project-specific standards.

Our Markets Project

(Boston)

**Civics 1.** Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others.

**Civics 2.** Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.

**Economics 22.** Explain what it means to be employed and define the terms *income*, *wages*, and *salary*.

**Economics 23.** Give examples of products (goods) that people buy and use.

**Economics 24.** Give examples of services people do for each other.

**SA 4.3.** Identify interests, motivators and aspirations. Demonstrate self-efficacy and confidence.

**SA 5.1.** Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.

**SM 3.1.** Demonstrate ability in preventing, managing, and resolving conflicts in constructive ways.

**SR 2.1.** Develop rewarding positive relationships and work collaboratively with others.

**SR 4.1.** Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.

**Math 1.MD.D.5** Identify the value of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to five pennies). Use appropriate notation (e.g., 69c). Use the values of coins in the solutions of problems (up to 100c).