



Time
Required:
30 minutes

Grade Level:
3rd -5th
grades

Skills for the 21st Century Marketplace Activity

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“My Favorite Restaurant” Activity

Infusionomics Themes, Keystone Economic Principles, and Skills for the 21st Century Marketplace:

- **THEME: CHOICES**
 - **Keystone Economic Principle™ #1:** We all make choices
- **THEME: COSTS**
 - **Keystone Economic Principle™ #2:** TANSTAAFL™ (There Ain't No Such Thing As A Free Lunch)
 - **Keystone Economic Principle™ #7:** Economic Thinking is Marginal Thinking
- **THEME: RESOURCES**
 - **Skills:** 16. Communication Skills; a. Oral, Written, and Body Language; vi. Make oral presentations
- **THEME: INCENTIVES**
 - **Skills:** 23. Marketing; a. Product/Service Creation; a. iii-iv
 - **Skills:** 23: Marketing; d. Selling; iv. Determine customer/client needs and motives

** For additional standards and content references, please see the [end of document](#).

Overview:

In the My Favorite Restaurant activity, each student will pick his/her favorite restaurant and will create a “flyer” with picture drawings about the restaurant.

Objectives:

This activity helps the students to begin thinking about the basics of promoting a business. Through the exercise, the students will have had the chance to express the reasons why they love their favorite place to eat or even to imagine their own restaurant idea.

Materials and Handouts:

Blank poster board or construction paper
Markers, colored pencils, or crayons for the students to use to draw

Pre-Activity Discussion:

- Begin the class by asking the students about their favorite restaurant.

- Where is your favorite place to eat?
- Why do you like it?
- Is it a popular place to eat?
- Do you think it appeals mostly to kids your age? Or to everyone?
- Would you and your family be able to cook food as well as the restaurant does?
- Do you ever want (or crave) a type of food after seeing an advertisement?
- If you could create your own favorite restaurant what would it be? What would it look like? What kind of food would you serve?

Activity:

- Introduce the activity. Today you will be making a flyer that advertises your dream restaurant.
- Begin by discussing essential information to put on a flyer:
 - What would you want to know if you were going to eat at this restaurant?
 - How much does the food cost?
 - Are there any discounts, coupons or specials?
 - Where can you find the restaurant? What's the phone number? Hours?
 - Brainstorm other questions to help students with their advertisement.
- Have the students make their own flyer showcasing their "dream restaurant." If students are struggling with creating their own dream restaurant you can encourage them to pattern their idea after one of their favorite restaurants.
- Encourage students to include a coupon as part of the advertisement.
- If many students want to promote the same type of restaurant, challenge them to choose a different one or make up their own.
- By the end, your poster should have some writing on it (to help the potential buyer know more about the restaurant) and some drawings (to show the type of food served).
- Have the students present their posters and ask students to vote by raising their hand (recording their votes on the board using tally marks) to determine if there is one that is the most popular.

Writing Prompt or Class Discussion:

Here are some optional questions for writing prompts and/or class discussion.

- Did making the flyers make you hungry?
- What is a fair price for the food served at your restaurant? What price would be too much?
- If the food was cheaper, would you order more? Or would you choose to eat the same amount and save money?
- Is your favorite place a "chain" restaurant or a local "mom and pop" restaurant?
- If you owned a restaurant, would you open a franchise or start a brand new restaurant idea? What would it be?

Additional Standards and Content References

Voluntary National Content Standards in Economics:

- Standard #1 : Scarcity; Consumers, Wants
- Standard #2 : Decision Making; Benefit, Costs

Partnership for 21st Century Life Skills Concept:

- Information, Media, and Technology Skills > Information Literacy > Use and Manage Information > Use information accurately and creatively for the issue or problem at hand.
- Learning and Innovation Skills > Communication and Collaboration > Communicate Clearly > Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

National Content Standards for Entrepreneurship Education:

- Ready Skills; C. Business Foundations; Business Activities; C.10 Explain marketing management and its importance in a global economy.
- Ready Skills; C. Business Foundations; Business Activities; C. 11 Describe marketing functions and related activities

Economics Vocabulary:

- Advertising** - Using advertisements (public notices, displays or presentations often based on celebrity endorsements, appeals to authority, bandwagon effects and attractive imagery) to promote the sale of goods or services.
- Allowance** - A sum of money paid regularly to a person, often by a parent to a child; sometimes paid in compensation for services rendered.
- Benefit** - Monetary or non-monetary gain received because of an action taken or a decision made.
- Costs** - An amount that must be paid or spent to buy or obtain something. The effort, loss or sacrifice necessary to achieve or obtain something.
- Price** - The amount of money that people pay when they buy a good or service; the amount they receive when they sell a good or service.
- Sale** - An exchange of goods or services for money.
- Wants** - Desires that can be satisfied by consuming or using a good or service.

Keystone Economic Principles™:

- For more information: http://infusionomics.com/wp-content/uploads/2010/06/Keystone_Cheat.pdf