

OPEN MARKET

A Storyline Topic Outline

Steve Bell- Storyline Scotland

Storyline	Key Questions	Pupil Activity	Class Organisation	Materials	Outcomes
1. The market	<p>What variety of stalls would you like to see in a really attractive Open Market?</p> <p>How do you think these stalls would look?</p> <p>Where would you like your stall to be placed in the market square and why?</p> <p>Who do you think decides on the placing?</p>	<p>a) Students brainstorm list of stalls in groups.</p> <p>b) Teacher lists the results of the brainstorming.</p> <p>c) Each group selects a type of stall. The teacher establishes a scale using a 'shoe-box' or 'chocolates box' as a base for the stall. Then the stall is built using scrap materials.</p> <p>d) When completed one member of the group presents the models.</p> <p>e) The market stalls are placed on the square and the relative positions are discussed. 'Who wants their stall to be next to the fish stall?'</p> <p>f) Discussion around a market manager.</p>	<p>Groups of 4</p> <p>Same groups of 4</p> <p>Individual</p>	<p>Flip chart</p> <p>Scrap boxes, cloth, wool, and other small bits and pieces.</p>	<p>List of stalls</p> <p>Model stalls</p> <p>Presentation of the models</p>
2. Stall-holders	<p>Who are the stall-holders, market manager and customers and what do they look like?</p>	<p>a) The teacher discusses simple techniques for building a model figure and then each student builds a stall-holder or a customer.</p> <p>b) A simple biography is written for each Character giving Name, age, date-of-birth, address, phone number, family relationships, job, hobbies and personality (three words) Each stall-holder is introduced and then the customers are discussed.</p>	<p>Individual</p> <p>Individual</p>	<p>Strong paper, tape, and collage materials.</p> <p>Small cards</p>	<p>Figures representing stall-holders and customers.</p> <p>Biographies</p>
3. Market programme.	<p>On what days and at what times do you think the market will open and why?</p> <p>What would be the typical daily programme on a market day for the character that you have made?</p>	<p>a) Using class discussion the market programme is decided and listed.</p> <p>b) Each student creates a diary for a typical market day. These are presented</p>	<p>Class</p> <p>Individual</p>		<p>Market programme – days and opening times.</p> <p>Individual diary for each character.</p>

4. Vehicles	What kind of vehicle does the stall-holder need to do his job and how do your customers travel to market?	a) Two-dimensional visuals are made to illustrate the stall-holders' vehicles and forms of transport used by customers.	Small groups	Coloured paper and collage materials	Visuals of vehicles.
5. Advertising	In how many different ways can we let people know about our market?	a) Groups discuss and list the various ways in which we can advertise our market. b) Each group chooses one form of advertisement and designs an example – radio jingle, brochure, flyer, poster, newspaper advertisement etc..	Groups of 4	Materials dependent on choice of media.	Various forms of advertisement.
6. Incidents	What kinds of incidents do you think would seriously affect the smooth running of the market	a) In groups the students suggest incidents which they think would seriously affect the market – stormy weather, a fight between stall-holders, a theft, a power-cut, a strike, a pet dog goes crazy, etc., etc.. These are listed. b) The teacher decides how to explore these incidents. They can be used for story-writing drama / role-play making newspaper reports TV or radio interviews drawing comic strips making maps and plans etc.....	Groups of 4	Various materials depending on choice of activity.	List of incidents followed by a variety of outcomes depending on the selected activity.
7. The visit	How do you think our market compares with a real market?	a) The teacher organises a visit to a real market or invites a market manager to visit the class to answer questions.	Class and visitor		Comparing and contrasting the model market with a real one.
8. Review	What do you think you've learned and what do you still have to learn?	a) The class discuss this question and decide on questions which still need to be answered.			