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For Ages 9 +



Shopping Centre Study



Practical hands-on investigations to complement a shopping centre excursion.



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Teachers' Notes

This book is aimed at student investigation of the retail industry, enabling small groups to research and share findings on a variety of stores in a shopping centre. The project is best carried out in a regional shopping centre but is adaptable to any type of shopping precinct.

Detailed guidelines are provided so that teachers and students may get maximum benefit from the activities. It is advised that preparatory lessons be conducted in the classroom. Small groups can then be formed and further preparations can be made for the activity that each group will be conducting. Following the excursion day, results need to be processed with findings shared and discussed in great detail during summary lessons.

“Classroom” activities can be used either before or after the main study. These sheets explore important concepts and issues linked to shopping centres, including design and layout of the centre, advertising and promotion strategies and environmental issues such as the use of plastic bags.

Excursion activities are designed to develop and reinforce practical concepts and skills that have previously been introduced and taught in the class setting. The activities can facilitate an investigative process in which students interview retailers, collect data and evaluate services that are provided to customers.

In order to experience maximum benefit and enjoyment from these activities, students should be able to:

- Work well in a small team under adult supervision;
- Approach adults with confidence and appropriate manners;
- Follow written instructions and be able to record findings “on the go”;
- Conduct tape recorded interviews with pre-prepared questions;
- Conduct surveys and record findings in written and graphical format;
- Create clear legend and map keys;
- Transpose raw data and information onto a map or representational sketch.

Each page will feature a code in the top left hand corner. These codes correspond to how/when the activity should be carried out and are as follows:

- C – Best completed in the **classroom** as a preparatory or summary activity;
- E – Best completed in a small group during the main shopping centre **excursion** or as a supervised homework activity. *

These **Additional Classroom Resources** will be of use during this project:

- Maps of the shopping centre to be visited;
- Pamphlets and fliers advertising sales and weekly specials at the shopping centre;
- Local street maps showing the shopping centre and its surrounding suburb;
- Old street maps showing the area before the shopping centre was built;
- Examples of surveys done by other people/classes.

* If an excursion is unable to be organised, the excursion activity sheets can be handed out for students to complete as homework tasks in pairs. Send a note home to parents explaining the task and if possible, encourage all students to visit the same shopping centre. Adult supervision is **highly recommended**. If each pair completes a different sheet, results can be fed back to the class and follow up activities can be completed at school.



In the Centre

Welcome to "Shopping Centre Study" where you will be investigating your local shopping centre to find out about the world of dockets, trolleys and plastic bags.

You will soon be visiting your local shopping centre and working in small groups to uncover the "ins and outs" of the stores inside it. However, for now, you need to do some background research on the centre that you will be visiting.

You might need to ask your teacher for some of this information, or perhaps you can interview someone that you know who might remember when the centre was first built.

What is the shopping centre called? _____

When was it built? _____

What was there before the centre was built? _____

^ Why was the shopping centre built in this place? Give three reasons:

- ① _____
- ② _____
- ③ _____

^ Look at the shopping centre on a local map. How have they planned the centre so it is easy to get to?

^ Have you been to this shopping centre before? _____ If yes, write everything you know about the shopping centre in the space below:



Name: _____



Shopping Neighbourhood

^ What types of buildings or services are located near to the shopping centre?
Tick the boxes and add your own observations below.

- | | | | | | |
|--------|--------------------------|------------|--------------------------|-----------------|--------------------------|
| Houses | <input type="checkbox"/> | Offices | <input type="checkbox"/> | Hotel | <input type="checkbox"/> |
| Flats | <input type="checkbox"/> | Warehouses | <input type="checkbox"/> | Doctor Surgery | <input type="checkbox"/> |
| Units | <input type="checkbox"/> | Cinemas | <input type="checkbox"/> | Hardware Stores | <input type="checkbox"/> |

_____	<input type="checkbox"/>	_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>

What do these buildings tell you about the area?

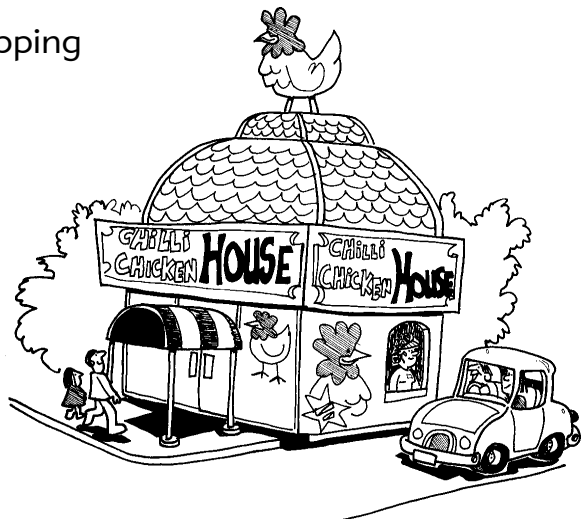
Where is the nearest shopping centre of a similar kind?

What problems does this create?

How often does your family visit a large shopping centre like this?

If you were to open a business close to this shopping centre, what would it be?

Give a reason for your choice:





Count 'Em All Now

Ready to exercise? Your task gives you a chance to see the **WHOLE** centre.
Can you complete your mission in time?

^ Estimate how many shops are in the centre _____

How did you make your estimation? _____

^ Now fill out the table below. Make sure you include **ALL** the shops inside the centre. Put them in the correct category.

If the shopping centre is very large, allocate each group member with a different list.

Sells mainly food	Sells other items	Department store	Provides services

Based on what you found, which kind of shop is the most common?

Which type of shop seems to be the least common? _____

Why do you think this is so? _____

