

**Project Information****Instructor:** [REDACTED]**School:** [REDACTED]**Phone:** [REDACTED]**E-mail:** [REDACTED]**Title of Lesson:** "Getting the Biggest Space for Your Buck"**Grade Level(s)** 9-12**Materials Needed:**

Measuring tape, access to phone or Internet, graphing paper, poster board, scissors, rulers, glue sticks and markers. Computer presentation Software can be used if available. Calculators are optional.

**Lesson Overview:**

This lesson will be conducted in conjunction with preparing business plans. The lesson is designed to provide "real-world" understanding of how much space is needed for a business, understanding square feet, finding what the market rate for space is in their community and conducting themselves in a professional manner when researching information for this project. In addition, this project will include a "home" assignment, where the student will measure their own bedroom and parents/grandparents/guardians will be encouraged to become actively involved.

**Procedures:**

1. Review with students about space, location, obtaining space and designing layouts for their businesses. (Depending on age group, a review of reading a tape measure could be included.)
2. Divide the class into teams, hand out graph paper, pencils and erasers and measuring tapes and assign teams to measure various spaces in the school (classroom, school lobby, etc.). Teams will bring back their measurements and figure the square footage for each area.
3. Homework Assignment: Each student will measure their own bedroom, graph out the layout of their room, and determine the square footage. Students should be encouraged to have parents/grandparents/guardians assist them and gather input from them for their project.
4. Review Homework Assignments in class.
5. Business Contacts: Students are to research and locate at least two different established locations in their community to locate a business. Examples would be office buildings, strip centers, malls. Students are to contact via telephone or e-mail each location to accumulate information for their research. In class, the students will create a form with essential questions and information needed.

6. Create a poster presenting the two different locations showing costs, locations and pros/cons for each location.
7. Each student will present their posters in class as they would to a financial institution.

**Learning Objectives:**

To generate a better understanding of business space costs for square footage.

To create floor plans and designs.

To allow students practice in business communications, professionalism and presentation skills.

To allow students opportunities to improve their research skills.

To increase parent/grandparent/guardian involvement, relationships and understanding.

**Method of Evaluation:**

Evaluation will be varied and will include observation, questioning and a presentation/poster rubric for the final poster project.

**Options and variations of lesson:**

A great way to kick off this project would be to take a field trip to an area mall or office building, meeting with the leasing manager to allow students a better understanding of the procedures to obtaining space.

**Relevance to NBEA Standards:****Economics & Personal Finance**

- III. Economic Institutions and Incentives
  - Level 2 Performance Expectations
    - Identify the returns for various productive resources (e.g., interest, rent, profit, and wages)

**Skills students will gain:**

The skills gained from this exercise are varied and certainly not limited to the following:

Business Communications

Teamwork

Critical thinking

Business Math

Business Etiquette

Presentation

Finance

Economic

Layout and Design