

Food Court Activity Form

Name of Activity: **Food Court**

Students will design a Food Court for a fair and calculate the area of the booths and the rent for the booths. The point of this activity is to introduce them to student centered activities and problem solving. There is no definitive right way to design the Food Court, but there will be distinct answers according to their design.

Class: **Math 38**

Topic(s): Finding areas of rectangles, multiplying and adding whole numbers

Prerequisite Skills (Optional): Students will need to know how to multiply and add whole numbers. They should also know how to find the areas of rectangles.

Materials Needed: Blank paper (to draw on) and rulers
 Optional: Calculators, colored pens or pencils, construction paper with scissors and glue.

Time: 75 - 100 minutes to get a good start, students may finish the activity outside of class.

Grouping Description: Random or instructor chosen groups of 3 (2 if needed)

Deliverables: (What will students produce?) A project write up as described in the handout.

Activity Implementation:

1. Take a little time at the beginning to review how to find the area of a rectangle.
2. Divide students in groups. Have one of the members pick up the materials. Calculators are optional. The arithmetic should not overpower the problem solving methods.
3. The handout walks the students through three different parts: Finding areas and designing the Food Court; finding the rent of the current design; reimagining next year's Food Court and finding its rent.
It is suggested that a variety of colored pens and pencils be used or construction paper be used to liven up the designs. If warned ahead of times, students can bring these in.
4. Students **will need** to be reminded to draw their design to scale. When students get to this section, you may want to take a minute to explain how to scale on the board.
5. As students work through the activity, the instructor should circulate and encourage students to make their own decisions. The students will want to know if they are "right". Encourage them to gauge this for themselves by comparing what they have done with the requirements of the assignment.
6. In grading the activity, one will want to consider whether the students follow the design requirements and give answers consistent to their design.
7. For homework or extra credit, students can do the extra Running a Booth assignment. Students will probably want to use a calculator.