

Marketplace

Celebrating Local Traditions and Honest Trade

Keywords:

local food, handmade products, financial literacy, sustainability, traditional crafts, agriculture

Target group:

primary school pupils
(ages 6-11)

Objectives:



This activity introduces pupils to the value of traditional marketplaces as spaces for local producers, small-scale farmers, and craft makers to sell their goods. Pupils explore how markets support sustainability, community, and fair work. By building a model market stall and role-playing a small-scale market scenario, they learn basic concepts of income, honest pricing, customer interaction, and local identity.

General Guideline on Time Allocation:

The duration needed to carry out this activity may vary depending on the specific group of children. Teachers are encouraged to adapt the implementation according to the needs, interests, and dynamics of the group.

In the preparatory phase, teachers may use a variety of activities to introduce and contextualize the chosen topic. These can include discussions, videos, drawings, storytelling, or even a field trip, depending on the age and background knowledge of the children.

The main construction phase, during which children plan and build their urban element using LEGO bricks, should typically not exceed 45 to 60 minutes. However, this phase often stimulates further curiosity and questions among the children, potentially leading to extended engagement or follow-up activities. For more detailed instructions and pedagogical support on how to implement activities of INNO-kids project, please download the Teacher's Methodological Guide.

Materials and Resources Needed:

- LEGO bricks of various types
- Paper, markers, crayons, and coloured pencils, scissors and glue, recycled materials such as plastic bottles, bottle caps, or packaging
- Large and small cardboard boxes
- Small objects or handmade items (representing goods: paper fruits, vegetables, jars, fish, herbs, bread, etc.)
- Toy coins or paper money for simple transactions
- Photos or short videos of real traditional markets (village, town, coastal, farmers' markets)

Note: Encourage pupils to repurpose available materials creatively. If LEGO bricks are not available, pupils may use basic craft supplies to bring their ideas to life through drawings and handmade models.

Introduction:

Begin by asking pupils: "Have you ever been to a market? What did you see there?" Explain that not all markets are the same. Some are lively, colourful places where people sell homemade bread, fresh vegetables, fish, local cheese, and handmade crafts — these are often called traditional markets. Others may be filled with cheap mass-produced goods, sometimes aimed at tourists, and not all vendors act honestly.

Show pictures or a short video of different types of marketplaces. Highlight the difference between commercial markets and traditional ones. Emphasise that true local markets play a vital role in sustainable living: they reduce transport emissions, support small farmers, keep money in the community, and celebrate cultural traditions.

Procedure:

Preparation

Guide pupils in brainstorming what could be sold at a traditional market in their region — fresh produce, flowers, herbs, handmade toys, home-baked treats, or fish from local waters. Ask:

- What would make your stall feel authentic and welcoming?
- How can we reduce waste and reuse materials in our stall design?





Construction

Once plans are complete, pupils work in groups to build their own marketplace stalls using cardboard boxes and creative materials. Each group:

- Cuts and folds a large box into a three-sided stall structure
- Decorates the stall using colours, drawings, and reused materials
- Adds an awning, sign, and product display areas
- Prepares their goods from paper, LEGO, or cardboard — representing items like vegetables, fruit, soap, or fish
- Sets up a small table or surface inside to act as the vendor's working space
- Creates a price list and prepares paper money for transactions

Details

Encourage pupils to think carefully about their presentation:

- Are the goods neatly displayed and easy to identify?
- Does the stall show pride in local culture — through design, signage, or decoration?
- Are prices clear and fair?

Remind them that a good seller not only offers useful or beautiful products, but also welcomes customers with honesty and respect. Pupils can add details such as reusable bags, recipe cards, or labels telling where the product came from. These small touches show care and professionalism — and link directly to the values of sustainable trade.

Stories

Invite pupils to invent a short story behind their stall. Who is the seller? A farmer? A fisher? A grandparent selling jam made from their garden fruit? Why did they start selling at the market, and how do they feel about their work? Stories can include everyday joys and small challenges — like running out of apples or helping a tourist choose the best honey.



Presentation

Each group presents their stall to the rest of the class or visiting pupils, acting as real vendors. They welcome “customers,” introduce their products, explain their prices, and share the background story of their goods or the person behind the stall. If possible, the classroom can become a mini-marketplace for a short time — allowing pupils to visit each other's stalls, ask questions, make pretend purchases, and practice polite customer service. The activity ends with a group reflection on what they learned about real markets, honest trade, and the joy of locally made things.



Tips:

- Encourage pupils to stay focused on quality, care, and creativity — not quantity or “selling the most.”
- Use guiding questions like: “What would make you stop at this stall?”
- Reinforce that local markets are not just for business — they build relationships, reduce waste, and keep traditions alive.

Additional Considerations:

Differentiation:

Provide additional support or simplified instructions for pupils who may require extra assistance. For advanced pupils, offer extension tasks such as researching further sustainable practices or designing more complex models.

Assessment:

Assess pupils based on their participation and engagement during discussions and hands-on activities. Evaluate the creativity, effort, collaboration, depth of understanding demonstrated in their models, critical thinking, ability to provide constructive feedback and presentation skills.

Extension Activities:

- Organise a real mini-market day involving pupils from other classes or parents. Allow pupils to prepare simple edible products (with hygiene support) or crafts for a real sale.
- Invite a local farmer, craftsperson, or market vendor to share their experience.
- Pupils could also map real traditional markets in the area and create posters promoting the benefits of shopping locally.

Curriculum

Connections:

This activity integrates:

Financial Literacy (*basic pricing, spending, and earning*)

Social Studies (*local production, fairness, community life*)

Art (*design, creativity, construction*)

Language (*storytelling, discussion, presentation skills*)

SDG Connections:

- **SDG 8:** Decent Work and Economic Growth – Pupils learn about fair income, honest trade, and small local economies.
- **SDG 11:** Sustainable Cities and Communities – Pupils explore how traditional markets contribute to resilient, inclusive urban life.
- **SDG 12:** Responsible Consumption and Production – Pupils reflect on the value of handmade, homegrown, and low-waste goods.
- **SDG 13:** Climate Action – Pupils understand how shopping locally reduces transport emissions and protects the environment.



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