



the
market
place

educational computing activities
for the **IBM® PC** or **PCjr** computer

Product No. H-310

Diskette and Instruction Booklet

A Word About MECC

MECC was created in 1973. Ours is the oldest, most trusted name in educational computing.

MECC has enjoyed a long tradition of designing and producing high-quality educational software for a world market. Our ever-expanding collection of over 300 products can be used on a variety of personal computers.

Widely adopted by schools, MECC's educational software is now available for home use. **The Market Place** is just one example of the excellence you can expect from us.

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St. Paul, MN 55126

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Welcome to The Market Place

The Market Place is a series of three simulations designed to teach concepts of basic economics to children ages 8 to 14. The programs offer three games in which players operate a business and try to make a profit.

The economic concepts presented in each program build upon and reinforce each other. Children are first introduced to the relationship of price to income in SELL APPLES. The concept of advertising and its effects on sales and income is presented in the program SELL PLANTS. SELL LEMONADE incorporates the competitive concepts of price and advertising while adding such "real-world" variables as the effects of cost increases and weather conditions.

Three programs

For use by one to three players

Ages 8-14

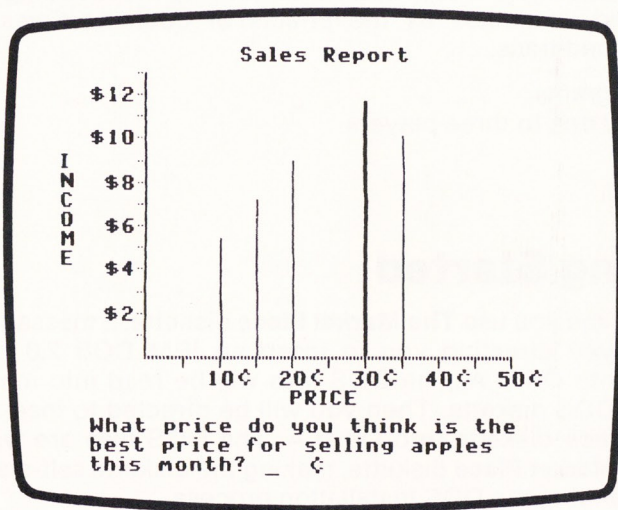
Getting Started

The first time you use **The Market Place** diskette, a message will be displayed directing you to insert an IBM DOS 2.0 or 2.1 diskette into Drive A. The DOS files will be read into memory from the DOS diskette. Then you will be directed to insert **The Market Place** diskette into Drive A. The DOS files are written onto **The Market Place** diskette, making the diskette self-starting and completing the DOS installation process.

Sell Apples

SELL APPLES is the first in the series of **The Market Place** programs. In SELL APPLES, children set up their own apple stand and then set the day's price for their apples. The object of the program is to discover the "best price"—that which yields the highest income. By experimenting with prices, children learn the relationship between price, sales, and income.

After each day's sales, a cumulative report is displayed. The player is asked to determine the best price for apples thus far. A graph of sales also helps children to identify sales trends.



A graph of sales helps children identify the "best price" for selling apples, illustrated by the thick line in this graph.

Calculations are demonstrated and reinforced in a step-by-step fashion, helping children grasp the relationship between the selling price, the number of apples sold, and income. The program also asks children to predict the rise and fall of income when they change the price of apples.

Children have several opportunities to discover the best price. If they do not find the best price during the first "week" of play, they can continue for up to an additional three weeks. SELL APPLES will continually challenge children to find the best price since a new best price is set each time they sit down to play.

Sales Report - Week #1			
Day	Price	Number Sold	Income
Monday	\$.10	54	\$ 5.40
Tuesday	\$.15	48	

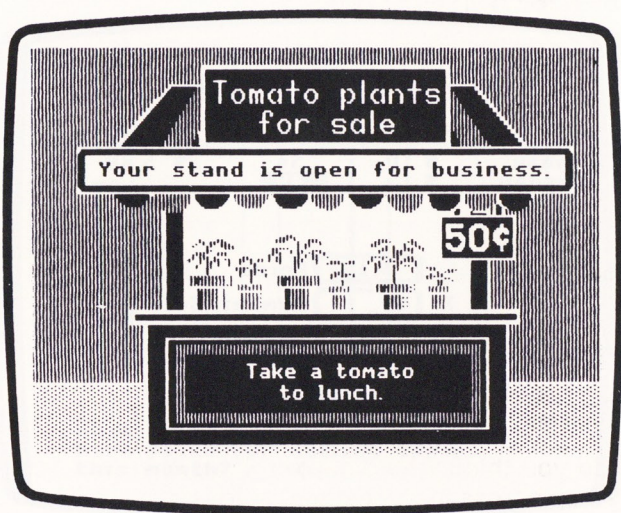
	\$.15	Price	
X	48	Number Sold	
		Income	

Fill in the boxes.

Calculations are clearly illustrated as children complete a sales report.

Sell Plants

Acting as the class business manager, the player's job in SELL PLANTS is to sell the 1000 tomato plants grown by the class. Children have ten days to sell as many as possible and at the same time make the greatest amount of profit. Players decide how much advertising they can afford. The concept of profit becomes clear once expenses are subtracted from the income made that day.



The price is set at 50 cents, so the only means of affecting sales is to vary the amount of advertising. Children learn that, in general, more advertising will increase sales; too much advertising, however, will reduce profits. Finding the correct balance of advertising will help ensure that the class will make enough money to go on a field trip.

As in SELL APPLES, the methods used to calculate expenses and profit are clearly illustrated. Children are also encouraged to closely examine the relationship between advertising, sales, and profit.

Sales Report

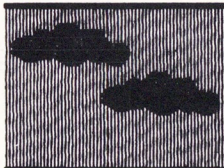


DAY	PRICE	# OF SIGNS	PLANTS SOLD	INCOME	EXPENSES	DAILY PROFIT
MON	\$ 50	0	10	\$ 5 00	\$ 0 20	\$ 4 80
TUES	\$ 50	2	16	\$ 8 00		

16	PLANTS SOLD
X \$ 0.02	COST OF EACH PLANT
\$ 0.32	EXPENSE FOR PLANTS

Press SPACE BAR to continue

Sell Lemonade

SELL LEMONADE is the most complex and most comprehensive of the three programs. Children get a real feeling for operating a lemonade stand. As with the previous programs, the object is to make the greatest amount of income. Each day, children must decide how much to charge for a glass of lemonade, how many advertising signs to use, and how many glasses of lemonade to make. These decisions are based upon the amount of cash on hand, the rising cost of ingredients, and the weather forecast and road construction, both of which affect the potential number of customers. Up to three lemonade stands can be operated simultaneously. This enables several players to develop and compare their individual marketing strategies or one player to experiment with different decisions.

Pat J.'s Super Lemonade DAY 1	
	Weather Forecast: partly cloudy and warm with 10% chance of rain
	Cash on hand: \$ 2.25
	How many glasses will you make? 20
	How many signs will you make? 3
	What price will you charge? 25 ¢
Do you want to make any changes? _	

Players open their stands with \$4.00 cash on hand to use in making their lemonade and advertising signs. Players make decisions about how much lemonade to make, how much to advertise, and what price to charge for each glass of lemonade. Once these major decisions have been made, players sit back and watch to see if they have indeed made the best decisions. Will all the lemonade be sold because it's a hot and sunny day? Will road construction workers buy all the lemonade? Will a sudden thunderstorm eliminate any possibility of sales? Once the day's events are completed, daily and weekly financial reports are displayed.

As in the SELL APPLES and SELL PLANTS programs, important mathematical concepts are reinforced. As the days go by, children will be able to evaluate their marketing strategies and entrepreneurial talents. Up to ten games may be saved on the diskette and resumed at a later time. When the eleventh game is saved, it replaces the first game saved.

	PAT J	CHRIS S	JANICE J
glasses made	20	34	15
signs made	3	2	2
price	\$ 0.25	\$ 0.30	\$ 0.22
glasses sold	17	11	15
income	\$ 4.25	\$ 3.30	\$ 3.30
expenses	\$ 1.75	\$ 2.20	\$ 1.25
profit	\$ 2.50	\$ 1.10	
cash on hand	\$ 6.50	\$ 5.10	

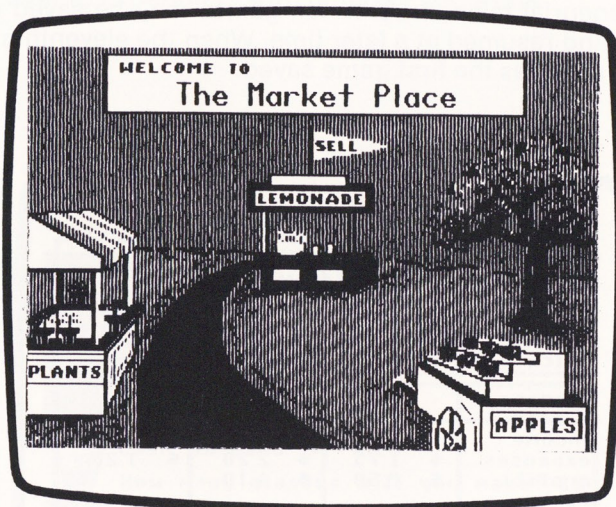
PROFIT = INCOME - EXPENSES

Press SPACE BAR to continue

To the Parent or Teacher

Children new to business concepts should use the programs in the order in which they are presented. This will allow them to master such concepts as "sales," "expenses," and "profit" before progressing to the more difficult concepts of "cash on hand" and variable pricing strategies.

Operating a business is a complex activity. By asking questions and discussing the answers, you can reinforce the concepts introduced in **The Market Place** and help children make connections between SELL APPLES, SELL PLANTS, and SELL LEMONADE and the business world around them.



Reinforcing the Concepts

Questions for Sell Apples:

1. What was the best price that you found for selling apples? Why was it the best price?
2. As you changed your prices, how did the number of apples you sold change? As you changed your prices, how did your income change?
3. Why isn't it a good idea for stores to sell products at a very low price or a very high price?

Questions for Sell Plants:

1. Why did making advertising signs increase the number of plants you sold?
2. If you kept making more and more signs, do you think you would continue to sell more and more plants?
3. If you made many more signs, would you continue to make more profit?

Questions for Sell Lemonade:

1. How much profit did you make selling lemonade? What were the best strategies?
2. How did the weather forecast affect the amount of lemonade you made each day?
3. What do you think would happen if another lemonade stand opened up across the street and sold lemonade for two cents per glass less than you did? What would your marketing strategy be then?

Making a Real-World Connection

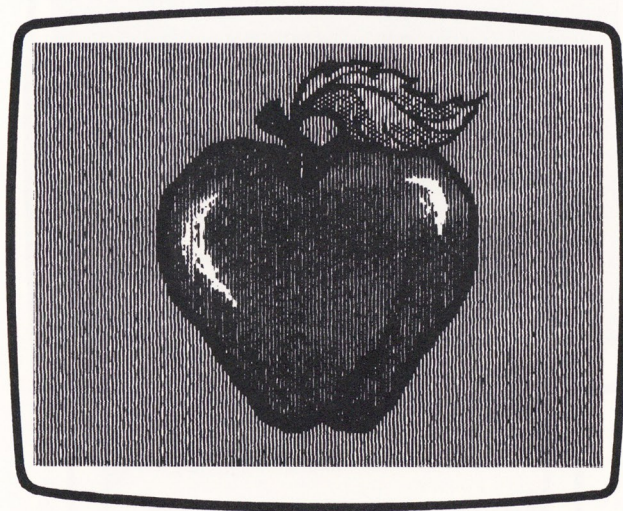
Below are suggested discussion topics that could center around reports from newspapers, magazines, or television. Such discussions will help children see that business people have to make decisions similar to those that they made when selling apples, plants, or lemonade.

1. Look through the local newspaper together. What stores are advertising sales? Discuss why stores have sales.
2. Look at magazines and TV advertisements together. Discuss what makes a good advertisement. What graphics are used? What colors are most attractive? What are the names of products and how are they effective? What is the slogan? Does it get your attention? What is the message of the slogan?
3. Find news articles about businesses that are doing well and those that are doing poorly. Discuss those businesses that are doing well. Is the price right? Are the products in great demand? Why are some businesses having difficulty? What decisions were made that turned out to be bad decisions? How could the company change its marketing strategy?
4. What are some other events that affect business? Have you heard or read about strikes that have shut down production? What happens to a business then? What is a recession or depression? How would that affect a business? What happens when a foreign country sells a product to your country at a lower price than your company can match? What does your company do?
5. Discuss standard commerce laws. Why do we have laws against monopolies? What would happen if businesses that sell the same product got together and said they would all sell their products at the same price? Do you think that would be fair? What is bankruptcy? Should business owners have the chance to declare bankruptcy and start again?

Using the Options

Should you wish to use SELL APPLES or SELL PLANTS without their sound effects, you may do so by selecting Option 5 from the main menu.

If you wish to end a program, press the Escape (Esc) Key twice whenever the program is waiting for you to respond. You will return to the main menu, or you will be able to restart the program.

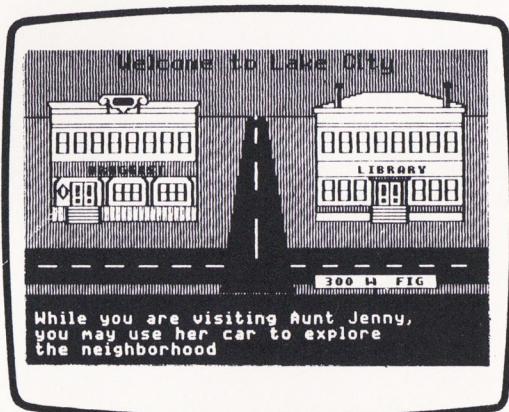


Rewards of The Market Place

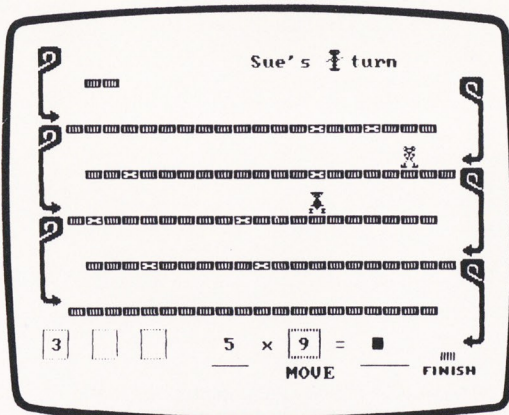
After having successfully used **The Market Place**, children will have developed an understanding of basic economic terms and concepts (such as price and profit) through a series of creative and enjoyable simulations.



Also Available from the MECC Home Software Library™



Jenny's Journeys



Path Tactics

Children will enjoy other learning products from MECC, including **Jenny's Journeys**, **The Friendly Computer**, and **Path Tactics**. See your dealer for more information.



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