Facilitation Guide: Pop-Up Shop Showcase

Challenge

Students will design and create components for a local commerce event, such as signage, booth displays, and other stand-out features. The goal is to showcase products from small businesses or makers, attract customers, and boost sales. Students will hone their entrepreneurial skills by using digital tools, exploring new design techniques, and considering the impact of design on revenue. By the end of this challenge, students will have used their skills and knowledge to support small businesses in their communities by promoting the Shop Local movement.

Vendor booths can have numerous complex components, so this challenge could become time consuming. To reduce the amount of work while promoting collaboration, consider having students work on individual components of a vendor booth but collaborate as a team on the overall booth design. Alternatively, the challenge could focus on a specific area, such as an interactive display or unique signage.

This challenge is intended to be the last of three challenges within the Business Development series. Educators may choose to move through these challenges sequentially or pick and choose as needed. If your students are completing the Business Development Series or the Entrepreneurship Series you can also use this challenge to create a pop-up booth or display for their products developed in those challenges.

Rationale

This challenge provides students the opportunity to engage in real-world problem-solving. It challenges them to think creatively and come up with innovative solutions for decisions vendors often make when participating in commerce events. Students can consider the environmental impact of their designs and think critically about how to incorporate sustainable features, like reusable designs, flat pack design for transportation and storage, and eco-friendly materials.

Glowforge makes it easy for students to rapidly and cost-effectively create innovative designs using built in tools, like the extensive [Artwork library](#), [Trace and Print](#) and [Magic Canvas](#). Students can either create a design from scratch or customize a [Catalog Design](#) for their specific vendor. Using Glowforge, students can develop designs that connect their research and understanding of marketing and sales techniques with cost effective ways vendors can display their products, and increase customer engagement and sales.

Standards

Common Career Technical Core Standards

- BM-OP 2. Develop and maintain positive customer relationships.
- BM 2. Describe laws, rules and regulations as they apply to effective business operations.
- BM 4. Identify, demonstrate and implement solutions in managing effective business customer relationships.

ISTE Standards for Students

- Innovative Designer 1.4c: Students develop, test and refine prototypes as part of a cyclical design process.
- Creative Communicator 1.6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Facilitation Steps

DESIGN STAGES

Explore → Ideate → Design → Prototype → Evaluate

Iterate
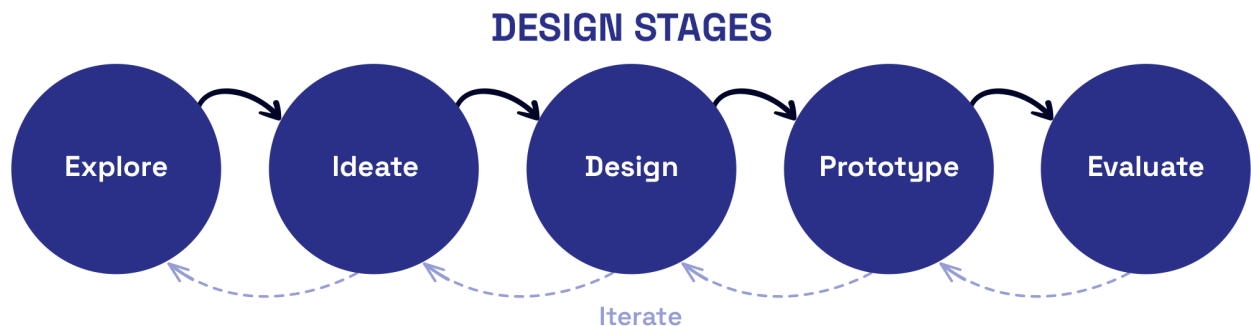
Explore

In this stage, students will research and investigate a vendor and commerce event with the goal of creating a unique booth design. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps:

1. Provide a list of potential resources, such as local business directories, online marketplaces, social media accounts of small businesses/makers, and news articles about local commerce events.
   - Provide guidance to students about how to connect with local vendors to partner on a booth design. Offer students strategies for how to maintain effective, ongoing communication. Use these real-world relationships to provide students with feedback and an authentic audience.
2. Encourage students to conduct an interview with their vendors to learn more about their products and vendor's experiences at commerce events.

- Have students consider what types of products might be displayed in their booth (e.g., food, crafts, beauty products) and research trends and best practices in displaying products like these.
- Ask students to consider the target audience for the commerce event and think about what types of displays or marketing strategies might appeal to them.

3. Inspire students to think outside of the box and explore unique and innovative ways to engage with their customers, such as interactive displays or demonstrations.
   - What activities or demonstrations will encourage the customer to interact with the products?
   - How could you use technology to enhance the customer experience and make it more interactive?
   - What are some unique or unusual customer engagement strategies that other businesses have used successfully, and how can you apply these strategies to your own design?

At the end of this stage, students will reflect on the research they did to learn more about their vendor's needs. Encourage them to consider the [unique selling proposition](#) of the vendor they are designing for, as well as the key challenges they face in showcasing their products at commerce events.

Before moving on, students should consider if there are any other resources or techniques that would be helpful to explore. Once they are finished, students continue to the Ideate stage where they will brainstorm the components of the booth they will design.

Ideate

In this stage, students will take what they learned in the Explore stage to brainstorm and experiment with different ideas for an exciting booth design. They should explore as many ideas as possible without judgment. Remind students their goal is to attract customers and boost sales. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps:

1. Provide students with question prompts from the Ideate stage of the challenge to help inspire their designs.
2. Encourage students to brainstorm a wide variety of ideas, even if they seem unrealistic or outside of the box. This can help stimulate creativity and lead to unexpected solutions.
   - Motivate students to consider different perspectives and think about what would make their booth stand out to potential customers. This [article](#) focuses on visual merchandising techniques they may want to consider.
3. Ask students to think about the needs and desires of their vendor's target market and consider how their booth design can cater to those needs.
4. Inspire students to come up with unique and innovative ways to attract customers and encourage sales.
   - Challenge students to combine other technologies with their designs to make them unique and highlight the product. Incorporating motorized displays or

lighting can enhance their design. Check out Light-up Marquee Characters for inspiration!

At the end of this stage, students will have generated multiple ideas for components of their booth design. They should be able to narrow their focus in order to develop a design that is eye-catching and helps their vendor boost sales.

Before moving on, students should have a clear idea of their booth design and a solid understanding of the materials, tools, and techniques they will use to bring their concept to life. Once they are finished, students will continue to the Design stage where they will select one or two ideas to develop further.

Design

In this stage, students will develop their ideas from the Ideate stage to design a detailed plan for their booth components. Students should focus on one or two ideas to better understand their material needs and final design before printing. Encourage students to consider how they will incorporate branding, signage, and interactive elements into their booth design. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps:

1. Provide students with question prompts from the Design stage of the challenge to help inspire their work.
2. Ask students to explain how their design engages their vendor's target market with prompts like:
   - Does your booth design align with the goals of the challenge to successfully display products, attract customers, and boost sales?
   - How will you incorporate your vendor's brand identity and logo into your design?
3. Challenge students to incorporate sustainable design principles, such as using recycled materials or minimizing waste, into their booth design.
   - Can your design be rearranged on the materials to cut down waste? Can you utilize off-cuts for reuse in this design?
   - What are the environmental impacts of the materials and processes you are using? Are there any alternatives that could reduce these impacts?
   - If you are completing the series, have students refer back to what they learned about ROI and reducing material waste in Waste to Wealth.

At the end of this stage, students will have detailed designs for their booth components, including sketches or digital mockups, as well as a plan for using sustainable materials and reducing waste. They should be able to explain how their design will help attract customers and effectively display the products to boost sales.

Before moving on, students should consider if they would like to revisit their design further to change anything. Once they are finished, students continue to the Prototype stage, where they will select and test one of their fully developed design plans.

Prototype

In this stage, students will create a physical prototype of their booth components. Students will select one of their fully developed design plans, print necessary elements on the Glowforge, and test their techniques. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps:

1. Model how to use your Glowforge in a safe and efficient manner.
   - Review the [Glowforge safety guidelines](#).
   - Use this [video](#) to show students a demonstration of how to use Glowforge.
   - Remind students of any applicable classroom or school policies.
2. Help students save time and materials while working on the functionality of their booth component.
   - Ask students to determine how long their design will take to print. Help them to learn more about [optimizing prints](#) to save time and materials.
   - Encourage students to [scale down their design](#) while they work out any functionality issues.
   - Give students the time and resources needed to produce their booth components on Glowforge and test the creation of their print.
   - Provide students with access to Glowforge using a classroom print schedule to ensure that all students are able to produce the elements they need efficiently.
   - Remind students that Glowforge also works great with materials you may already have, such as cardboard or off-cuts, that may be collected and used later or maybe even rescued from the recycle bin.

At the end of this stage, students will have a finished prototype of their booth component.

Before moving on, students should review their finished printed components to ensure they showcase their vendor's brand, style, and products effectively. Students may need to test multiple times or return to earlier stages of the design process before moving on. Once they are finished, students will continue to the Evaluate stage, where they will receive feedback on their finished components.

Evaluate

In this stage, students will evaluate their Pop-up Shop booth design and receive feedback from others. Feedback can be provided in pairs, small groups, or as a whole class. Encourage students to reflect on their process and consider their alignment to their original goals. To ensure that students have the knowledge and skills they need to complete this stage, use the following steps.

1. Encourage students to be objective in their evaluation and to focus on the strengths and weaknesses of their designs, rather than their personal attachment to it.
   - What were your initial goals for the Pop-up Shop booth design? Were they met, and if not, why?

- What design elements were particularly successful? What areas could be improved?
- How can you communicate the unique features and benefits of your Pop-up Shop booth design to your vendor?

2. Encourage students to share and discuss their ideas to generate feedback and suggestions from their peers that they can use to refine and enhance their print.
   - Students can use the question prompts from the Evaluate stage to guide their discussions.
   - Use a peer feedback model, such as a gallery walk, affinity mapping, or a concentric circle discussion, to support students as they work in pairs, small groups, or as a whole class.
3. Challenge students to think creatively about how to improve their Pop-up Shop booth design. They may choose to incorporate feedback from potential customers or find new ways to showcase products.
   - Are there any new features or design elements you could add to enhance the functionality or aesthetics of the booth design?
   - Can you leverage new technologies or materials to improve your booth design's performance or usability?
   - How can you differentiate your Pop-up Shop booth design from similar products on the market, or make it stand out in a crowded industry?
4. If applicable, provide students with time to complete a learning reflection, self-assessment, and/or peer critique.
   - Use the provided Assessment Suggestions for more ideas.

At the end of this stage, students will be able to reflect on the strengths and areas for improvement on the components of their booth design. Students should determine whether revisions are needed and return to the appropriate stage in the design process to adjust their final print. Consider assessing student work using one of the Assessment Suggestions or extending the challenge using provided Extension Activities.

Supplemental Supports

- For newer Glowforge users, demonstrate how to use Glowforge and its design features, including the design software, engraving capabilities, and cutting functionality. Check out the Glowforge Educator Guide for more ideas.
- The Glowforge Community is an excellent resource for inspiration, troubleshooting, and additional tips and tricks. Members are responsive and freely share techniques, settings for various materials for custom looks, and more. For this challenge, encourage students to search 'display' and 'signs' to get inspiration and even more ideas!
- For students looking for inspiration from other Glowforge entrepreneurs, share the Glowforge stories video series that features interviews from several small business owners.
- The following articles can help students understand why the shop local movement also helps the community:

○ [7 Reasons to Shop Local and Support Small Businesses](#)
○ [5 Reasons to Shop Small](#)
○ [Buying Local Statistics for 2021: Survey Finds 70% of Americans Shop Small](#)

Assessment Suggestions

Overall Learning Reflection

Learning reflections allow students to reflect on their learning experiences, identify key concepts, and explain how they have grown throughout designing a Pop-up Shop booth. Ask students to write or record a video about what they learned throughout the challenge and how their learning will impact their understanding of marketing products, attracting and engaging with customers, and boosting sales. Students can incorporate feedback elements from the Evaluate stage to describe their strengths and areas for improvement.

Self-Assessment

Self-assessments allow students to reflect on their learning through portfolios, presentations, or learning journals that involve evaluating their own progress and identifying areas for improvement. Consider providing specific criteria prior to beginning the challenge that students can use to assess their progress over the course of the challenge. The criteria may include elements related to:

- Effectiveness of the Booth Design: Did your booth design successfully showcase the unique products of their vendor? Was the booth design attractive and appealing to the target audience? Did your booth design help to attract customers and increase sales?
- Innovation: Did you explore and create innovative ways to showcase products? Did you incorporate unique and creative ideas into the booth design that set it apart from other booths at the event? Did you include an interactive to promote custom engagement?
- Planning and Execution: Did you effectively plan and execute the design process? Did you manage your time effectively and complete all stages of the design thinking challenge? Were there any obstacles or challenges that you had to overcome, and if so, how did you handle them?

Educator or Peer Assessment

Educator or peer assessments allow educators or students to review the quality and effectiveness of the finished Pop-up Shop booth. The assessment can be based on specific criteria, such as the self-assessment criteria listed above, or use a more open approach like a gallery walk or artist showcase. Some criteria to consider may include:

- Creativity and Innovation: Evaluate the level of creativity and innovation displayed in the booth design. Consider whether the design incorporated unique ideas, materials, or displays that set it apart from other booths at the event. Can it be set up, taken down and stored easily?

- Quality of Execution: Evaluate the quality of execution of the booth design. Consider whether the booth was well-designed, visually appealing, and effectively displayed the products.
- Reflection and Improvement: Evaluate whether the students reflected on their design process and identified areas for improvement. Consider whether they used feedback from others to improve their design and what changes they would make if they were to do the challenge again.

Extension Activities

Design challenges often inspire students to think about what's next. For some, this could mean connecting with people within the marketing industry or applying their skills in new ways. Here are a few ideas for how you can help students extend this challenge:

- Challenge students to use their skills to organize a charity event to raise funds for a local cause. The event might include designing booths for participants, developing a marketing strategy to attract attendees, and creating unique swag items to sell and raise funds. This would require students to apply their skills in a different context and for a noble cause.
- After completing this series of design challenges, have students create a comprehensive multi-point business plan for a new local business or maker. The plan could include developing a brand identity, designing a sustainable product, and creating a marketing strategy to drive revenue growth. Encourage students to create a cohesive business plan and present it to the business owner or maker.
- Challenge students to create a showroom on wheels with mobile pop-up shops for their vendor. Less overhead than a brick-and-mortar but more interactive than an online shop, mobile pop-ups are a form of experiential marketing with versatile walk-in branded showrooms that are popular at festivals, venues, concerts, and more. Students could take the booth design to the next level, designing a mobile showroom for their local vendor. They could design a new concept vehicle or try retrofitting a vehicle to be a mobile shop.

They may also enjoy Sold! Build e-Commerce Success, a design challenge that allows students to develop a business plan for an e-commerce business venture in which they sell Glowforge designs and/or products.

Ready to take the Business Development series to the next level? Try the Capstone Challenge Pitch It!, where students devise a business pitch for a unique design or product and present it to a panel of potential investors.