

JA Economics for Success– Middle School Tips for Weekly Delivery

Helpful Hints

This is a compilation of tips acquired by volunteers and staff. This is not a complete list; however, if you have other helpful tips to share, please contact the JA office.

This JA Program was updated the beginning of the 2010/11 school year. Some lessons are completely new!

The old lessons #1 & #2 have been combined to be new lesson #2

A new lesson (#5) on Credit Scores has been added

The old lesson # 6 on insurance is completely revised – it's still on insurance but no role playing – there is a game.

Activity 1: Mirror, Mirror

- Student Workbook: Activity 1 is on pages 3 & 5 (Page one “Mirror, Mirror” is for an optional activity you probably won’t have time to complete.)□
- For the poster activity, an additional option would be to have students place their initials on a small sticky-note that they can then put in the appropriate space on the poster. This allows you to see the interests of the class.□
- To enhance the final lesson celebration, you may want to write down the students’ names and desired occupations, or have students write this down and hand it in, to use during the certificate presentations. (Help me in congratulating Veterinarian; John Doe.)

Activity 2: Choose Your Success

Allow the students to play a full nine rounds of the game, which gives those students who have chosen to go on to college an opportunity to earn some points. Allow time before class to prep game. Secure six 9”x 12” envelopes & divide games into six different envelopes.

- **Be sure to play the game with someone before you go into the classroom so you understand how it works.** (Before the students begin to play the game be sure to read some of the directions on the squares of the game board, helping to explain the game.)
- **Teaching Tip:** This is not a national publicized game so if you don’t know the answer to a “rule question” that is ok – you can make it up, but be consistent among each group. (Like when do they collect the points for graduating from High School? Do they land on the tile or just pass it like Monopoly?)
- **Teaching Tip:** Have the students keep score for everyone in the group, not just their own. It keeps the students engaged even when it is not their turn. Also, have the students read the cards aloud to the group so everyone can hear the questions.
- Play the “Choose Your Success” game in 6 groups (or among three to five students per group). Students record the scores of all group members on **page seven** of the student workbook, record each turn even if no points are earned. After **9** turns, the game ends.
- Students use die to move around the outside circle only. To move up one space on the ladder of “World of Work”, students must answer the “Choose Your Success” question correctly.□
- If the students are on the education path- at the beginning of their next turn they can decide if they want to roll the die to continue on the education path or they can decide to enter the “World of Work” by answering a “Choose Your Success” card (and not rolling the die).□
- If the students are in the “World of Work”- at the beginning of their next turn they can decide if they want to get a promotion by answering a “Choose Your Success” card (and not rolling the die) OR can choose to go back to school to get a better education. They would do this by going back to the nearest ed. “pillar” and rolling the die.□
- After the game is done - summarize the career/education choices by asking the questions in the Summary and Review section of page17 of the Guide for Volunteers and Teachers.
- Tell students that financial assistance is available to help fund going to college: academic and athletic scholarships, student loans, grants, work tuition assistance, etc. Guidance counselors have further information.
- If there is time, have the students complete and discuss page eight in the student workbooks. The students love talking about what they “think” they might like to have as a career some day. You could go around the

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room and let each of them tell what they would choose for their career and why.

Activity 3: Keeping Your Balance

- **Calculators are needed for this lesson – tell teacher when you 1st arrive in the classroom (JA will have also communicated this prior to event).**
- Review p. 40 of the Guide for Volunteers and Teachers for the income breakdown needed for the budget planner on p. 11 of the student workbook.
- This Activity is done individually, not in groups.
- **Do not let the students exchange occupation cards.**
- Start the Activity by showing the class how to figure out percentages. This activity is tough because of all the percentages they need to figure! Give the students the ‘tip’ that the percentages repeat throughout the chart. (Example: Figure 10% and then put that same number next to Savings AND Entertainment right away.) Watch the time and have the classroom teacher help you get around to all of the students to help them with this Activity. Ask the students to help a friend if they get done early.
- The answer key is on page 40 of the Guide for Volunteers and Teachers to check students’ workbook answers.

Activity 4: Savvy Shopper

- Read page 41 in the Guide for Volunteers and Teachers as you prepare and present the lesson.
- This Activity will likely take more time than it appears, but the students will enjoy the decision-making process within their groups.□
- One or more students should record the groups’ purchases on page 16 of the student workbook.
- Be sure the students understand that to win the game, all of the items (even those purchased on credit) must be paid for in full.
- Ask the teacher to be the banker. The volunteer rotates from group to group, having the students choose a card, deciding if they should buy the article, and how they will pay for it. Then the teacher follows and makes the money transaction- as the volunteer proceeds to the next group.□
- After you complete a round (each group has had the opportunity to purchase an item), declare a “pay-day” and have the banker distribute \$50.00 to each group prior to the next round.
- Page 42 in the Guide for Volunteers and Teachers lists the interest costs for credit purchases.□

Activity 5: Keeping Score

- Four sheets of game cards are needed for each group. Keep these sheets or the cards in six separate piles.
- Students reading aloud – If you suspect poor readers in the class begin by asking students to each just read on sentence. You can always increase the number of sentences read by a student if you have good readers but decreasing once you asked someone to read an entire section is more difficult.
- Write a synopsis of the 5 part formula for figuring credit on a flip chart or paper when preparing for the lessons or write on board in classroom; 35% on time payment, 30% Debt Income Return, 15% Acct age and Activity, 10% Credit Inquires and 10% Types of Credit.
- Make sure students know the game has 8 rounds.
- All students draw a card and all students read what is on their card before the 1st player uses the Accept/Discard... cards.
- Exchange and Require cards can not be refused (they are not optional). A player can initiate only one Exchange and one Require card in the whole game.
- The dice is re-used for a game in lesson #6 – so make sure they are all returned to you.

Activity 6: What's the Risk?

- Students work in pairs.
- Each pair works on one Risk? Chart.
- Do not hand out dice until each pair of students answers the first question on the Risk? Chart.
- Talk about their answer and the possible results on page 22 of the student workbook before handing out dice.
- Pass dice out to only one team – the rest listen to what the outcome was from their role.
- Each pair of students record their own results in the final column of the chart after they share the outcome from the role of the dice.
- Dice is passed to the next pair of students.
- Process is repeated for each row on the chart.
- The alternative to this lesson is to do the optional Activity “A Year in the Life of Justin Case” on p. 42-43 in the Guide for Volunteers and Teachers - figuring the math with the students so they can see if insurance pays.

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- The answer key for the student workbook “A Year in the Life of Justin Case” on page 26 is found on pages 42-43 of the Guide for Volunteers and Teachers.