

**TEACHER RESOURCE GUIDE:  
ACTIVITIES SECTION**

*The Daily Word*

Introduce a daily core concept card with its definition at the beginning of class. Tell students that any time they use the concept in a relevant way during class discussion, they will receive a point. Use a class list as a score sheet to tally points. At the end of class, the student with the most points earns a privilege or receives an incentive.

*Dig into the Meaning*

As new core concepts are presented, ask students to analyze the words and meanings for understanding on a deeper level. Tell them to follow these steps: restate the concept in your own words; give an example of a phrase or sentence using the concept; give a non-example with a phrase or sentence using the concept. Use this sample: An asset is something I own that is worth money. An asset I own is a guitar. An appetite would not be an asset.

*Econ in the News*

Save the business section of the daily newspaper until you have enough copies for teams or individual students. (You could also print online news articles.) Ask students to look through their copy of the business news to underline or highlight all the core concept words they can find. This is a good review of the concepts learned and can show students the use of the words in story context.

*Econ Art Exchange*

Give each student one core concept to illustrate by drawing an example of the word in use. (For example, the word “deflation” could be drawn with pictures of goods and services that have price tags lowered.) Ask students not to write the concept word on the paper. Exchange artwork with partners to see if they can guess the concept by the illustration alone.

*Core Concept Creativity*

Assign writing a creative story on the topic of “My Business Plan” or “My Investment Plan”, using as many core concepts as possible within the text. Tell students that the concept words must be used properly to make sense within the story line. Share completed stories with class.

*Rap a Concept*

As a review of core concepts learned, divide students into teams of three or four and assign a concept to each team. They should create an 8-12 line rap that teaches the concept and its definition within the lines. Share raps with the whole group and other classes.

*What’s Your Net Worth?*

After discussing assets, liabilities and net worth, ask students to list their personal assets and liabilities in two separate columns with approximate dollar amounts. (Download the calculator worksheet to complete this activity, or calculate online.) Tell them to total both columns, and then subtract their liabilities from their assets to find their net worth. Discuss results with the class. If liabilities are larger than assets, what could they do to increase their net worth?



**TEACHER RESOURCE GUIDE:  
GAMES SECTION**

*Core Concept Bingo*

Use the blank or custom-made bingo card found on our website to review the core concept words and meanings. (Students may do their own placement of 15 words and a free space on the blank card; the custom-made card will have words randomly placed for them.) To play bingo, read the meaning of a core concept and ask students to mark the corresponding word on their card. Once students have a row of words marked horizontally, vertically or diagonally, they should call out “Bingo!” and ask the teacher to check for accuracy.

*Take a Stand*

Hand out core concept words, one to each student. Tell students you will randomly choose and read the meaning for a word out loud, and that they should stand if they think they have the word to match the meaning. If the match is correct, the student earns a point for the class. If it is incorrect, the teacher scores a point. Offer a privilege or incentive if the students win the game. You could also reverse the game by handing out meanings and reading the core concept words orally.

*20 Core Questions*

Ask a student volunteer to choose a core concept word for the class to guess. Classmates may ask up to 20 “yes” or “no” questions about the mystery word to help identify it. When playing the game, it helps to start with general questions, such as “Is this a personal finance word?” and move to specific questions, such as “Does this word begin with S?” later on. You may want to review the words before starting the game so they are fresh in students’ minds.

*Core Word Wiz*

Tell a student volunteer to stand in the front of the room with his back to the class. Choose a core concept word and show it to everyone but the volunteer. Attach the word to the volunteer’s back before he faces the class. Ask students to take turns giving one-word clues (preferably synonyms) to the volunteer to help him guess the word on his back. The student has ten chances to guess the word and become a “Core Word Wiz.”

*Concept Bluff*

Divide the class into two different teams. Hold up a core concept card for team one. All the students on that team knowing the meaning should raise their hands. Also, students can bluff that they know the meaning and raise their hands. Call on a student at random to give the meaning. If the student is correct, his team gets a point for every raised hand. If the student is incorrect, the team loses a point for every student’s hand. Do the same for team two and keep a tally of points won and lost. The team with the most points at the end of the game wins.

*Guess My Concept*

Divide the class into two teams and send two members from one team up to the front of the class to play Guess My Concept. One member looks at a core concept card and attempts to get his team mate to guess the concept by giving one-word clues. His teammate has up to 6 chances to guess the correct word. The second team follows the same procedure with a new concept card. Whichever team gets their concept with the fewest guesses wins the point for the round. Play several rounds to decide the winning team.

