

Kim Clemons

**It's Only a Game (Isn't it?)!
Converting the SMG Simulation to Real Life Experiences**

Grade Levels - 4th, 5th and 6th grade CREATE (gifted and talented students)
at Beauvoir and Jeff Davis Elementary Schools –Biloxi, MS.

Total Number of Students – 28

Project Timeline – January 2007 – Current

I teach intellectually gifted students in grades 2 – 6, at two public elementary schools in Biloxi, MS. The majority of my students are children of military parents from Keesler Air Force Base (in fact one of my schools is located just outside of the West Gate of the base and the other is about 2 miles down the road from the West Gate), so they are very transient.

The State of Mississippi requires that the Intellectually Gifted Program (grades 2 - 6) for each district follow the Instructional Management Plan (IMP) for its gifted students. Within that IMP are skills that are taught or facilitated by the gifted teacher. Those skills are Creativity, Critical Thinking, Logical Thinking, Communication Skills, Research, Career Exploration, Life Skills, Visual Arts, Performing Arts and Affective Skills.

Because the Stock Market Game (SMG) is a simulation, in order to meet the criteria for the IMPs of my students, I needed to take the simulation and move it to Real Life skills. In order to do that, the first step was to have my students investigate how they, as children, can earn money, by utilizing their talents and skills. I found a wonderful publication by the Federal Reserve titled *Great Minds Think (A Kid's Guide to Money)*. It is a step-by-step activity guide that starts with the very basic vocabulary of Economics (such as scarcity, opportunity cost, income, benefits, wants and needs) and gives examples for the students to follow in order that they may establish goals for saving and spending. The activity book also has "Ask an Adult" activities, so that the students see how what they are learning applies to the "Real Life" experiences of their parents.

The next step was to introduce my students to the Stock Market. There is an educational website www.brainpop.com, which has animated videos that introduce students to a variety of subjects, including economics. Two of the videos concern the Stock Market, so we watched those videos and the students took the quizzes at the end of the videos (a copy is attached in my lessons). I used this as a Pretest and a Posttest to measure the learning. I also had a speaker from a local bank to talk about mutual funds.

Then they began the Stock Market Game. I taught them about P/E ratios and how to research the stocks and mutual funds they wished to purchase, using those lessons in the SMG, as well as teaching the rules of the game. The students, as a team, researched a variety of publications as well as utilizing the internet and chose their investments.

The major outcomes were that my Beauvoir team won first place in the Elementary Division of the Spring 2008 SMG and one of my teams at Jeff Davis came in second place in the Elementary Division of the Fall 2008 SMG! They each made over a 25% increase in their portfolios. I took the money that I won for their success and gave each of them a \$50 savings bond to start their own investment portfolios!

Title: "Saving and budgeting 01/15/2008 - 01/15/2008

money"

Standards

- *IG2 - CREATIVITY – Given a real life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuition
- *IG2m. - demonstrate the ability to use creative problem solving skills
- *IG2p. - participate in decision-making activities
- *IG4n. - demonstrate the ability to write effectively
- *IG6c. - demonstrate the ability to establish realistic goals

Additional Objectives/Standards

None

Plan

The students will be given a booklet titled *Great Minds Think (A Kid's Guide to Money)* a publication from the Federal Reserve that has a variety of activities for the students to complete on their own, including charting their own budget including listing funding sources, the amount of money given by each of these sources, establishing a goal (a want that they wish to purchase) with that money and how long it's going to take them to earn the amount of money necessary to purchase that want.

In addition, there are pages that they students will work with their parents and when they've completed the exercises, the parents will sign the certificate of completion in the back of the booklet.

Homework

Ask the parents questions which are posed in the booklet and have the parents sign the certificate of completion in the back of the booklet. Return the completed booklet to me.

Resources

Great Minds Think (A Kid's Guide to Money) from the Federal Reserve, computer with internet to research the cost of the item they wish to save for, a calculator, pencil and paper.

Assessments

The completed booklet

Standards

- *IG1 - THINKING SKILLS – Given a topic/situation, the learner will define and classify the problem make connections and draw distinctions, analyze information objectively and critically, reflectively de
- *IG1a. - demonstrate the ability to use higher order thinking skills
- *IG1b. - demonstrate the ability to use critical thinking skills
- *IG1e. - demonstrate the ability to use creative problem solving skills
- *IG1g. - demonstrate the ability to use deductive reasoning
- *IG1h. - demonstrate the ability to use intuitive reasoning
- *IG1k. - participate in risk-taking exercises
- *IG1l. - participate in making interdisciplinary connections
- *IG1m. - demonstrate the ability to use decision-making skills
- *IG1n. - demonstrate the ability to use research skills
- *IG1o. - participate in drawing global implications to situations
- *IG1q. - participate in probability and prediction activities
- *IG1r. - demonstrate the ability to use self-directed learning skills
- *IG2 - CREATIVITY – Given a real life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuiti
- *IG2b. - demonstrate the ability to use intuitive reasoning
- *IG2j. - demonstrate the ability to use attribute listing
- *IG2m. - demonstrate the ability to use creative problem solving skills
- *IG2o. - demonstrate the ability to take risks
- *IG2p. - participate in decision-making activities
- *IG3 - GROUP DYNAMICS – As a group leader, select an appropriate leadership style and effective work with group members identifying group goals and objectives, generating ideas for possible solutions
- *IG3b. - demonstrate the ability to communicate effectively in small group activities
- *IG3c. - demonstrate effective interpersonal relationship skills
- *IG3d. - demonstrate self-discipline during small group activities
- *IG3e. - demonstrate the ability to work effectively as a member of a group in establishing group goals and objectives
- *IG3f. - demonstrate the ability to take risks as a member of a group
- *IG3g. - demonstrate respect for viewpoints of other group members
- *IG3j. - demonstrate effective speaking skills
- *IG3k. - participate in ethical awareness activities relating to group discussion/decisions
- *IG3m. - demonstrate the ability to use creative problem solving skills as a member of a group
- *IG3n. - demonstrate the ability to help keep the group on task
- *IG3o. - demonstrate the ability to take a stand for personal convictions and the ability to compromise the good of the group
- *IG3g. - demonstrate the ability to use technology to communicate group decisions/products effectively
- *IG4 - COMMUNICATION – Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience and time
- *IG4a. - demonstrate good listening skills
- *IG4b. - demonstrate the ability to identify propaganda techniques
- *IG4e. - demonstrate the ability to distinguish fact from opinion
- *IG4g. - demonstrate the ability to respond spontaneously to a question about an area of interest or research investigation
- *IG4h. - demonstrate the ability to speak effectively
- *IG4i. - participate in small group discussions
- *IG4j. - participate in small group creative problem solving activities
- *IG4l. - demonstrate the ability to utilize technology to retrieve available information
- *IG4o. - demonstrate the ability to critically analyze what is presented regardless of the medium

- *IG5 - RESEARCH- Given a real situation, the student will identify and define the problem, develop a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate method, and present the results.
- *IG5a. - demonstrate the ability to identify related topics/problems
- *IG5e. - utilize creative problem solving skills
- *IG5f. - utilize intuitive thinking skills
- *IG5g. - utilize critical thinking skills
- *IG5j. - utilize the ability to make interdisciplinary connections
- *IG5l. - utilize technology appropriately to facilitate the search for information, data analysis, and product presentation
- *IG5m. - demonstrate the ability to cross-reference information
- *IG5n. - demonstrate the ability to take risks
- *IG5o. - demonstrate the ability to select appropriate research methodology for problem selected
- *IG5v. - demonstrate the ability to read and evaluate published research
- *IG6c. - demonstrate the ability to establish realistic goals
- *IG6d. - demonstrate task commitment
- *IG6e. - utilize research skills
- *IG6f. - utilize creative problem solving skills
- *IG6l. - utilize risk taking abilities
- *IG6m. - utilize decision-making skills

Additional Objectives/Standards

https://www.k12els.com/ezlp_new/rpt_lessonplan.php

None

Plan

Introduction: Remind the students about what they learned about saving money and goal setting from the booklet *Great Minds Think (A Kids Guide To Money)*. Tell them that today they are going to learn about a way to invest their savings by participating in a simulation called the Stock Market Game (SMG).

Body of Lesson: Using the Promethian Board, projector and computer, go to www.brainpop.com and show two Economics videos (**Stock Market** and **Stocks and Shares**). After the videos, give the students the quizzes at the end of the videos as pretests.

Then, go to the SMG website (www.stockmarketgame.org) and discuss the rules of the game. Then, demonstrate how to utilize the website to research the companies they wish to purchase stocks in as well as the Account Summary, Account Holdings, Team Rankings and Trading screens.

Teach students about P/E ratios (**Note to self: I could not find a lesson plan on P/E ratios on the SMG website, so check with Todd Boucher at BHS to get that information. Also, show the students where the P/E ratios can be found on the NYSE site.**)

Next, show the students where the various resources they may use to research companies are located as well as internet resources.

Teams will then get together and research the companies they wish to purchase shares in. After they've selected the companies they wish to invest in, get each team started in entering their stocks (**Note to self they will need ticker symbols so be sure to show them how to get the symbols from the NYSE site. Be sure and remind them about the broker fees and the other transaction fees and that they may not purchase less than 100 shares and they can't purchase any stocks less than \$5 a share, so they need to keep that in mind, when they are purchasing their stocks or mutual funds.**)

Give the Understanding Portfolios quiz from the SMG next month, so they can familiarize themselves with the rules of the game and what is shown on the various transaction screens, before they take the quiz.

Homework

Everyone on each team is responsible for keeping up with how their stocks are faring in the market, because I only have them once a week and I'm at two schools. It is up to the Captain of each team to discuss with the other members of the team, if they need to sell or hold onto their stocks and all have to agree, before the Captain may make those transactions.

Resources

Sun Herald, USA Today, Wall Street Journal, NYSE and MSNBC websites, Forbes Magazine and other financial magazines, paper, computers, pencils

Assessments

Brainpop quizzes, Understanding portfolios (SMG), team results, teacher observations

Standards

- *IG4a. - demonstrate good listening skills
- *IG4b. - demonstrate the ability to identify propaganda techniques
- *IG4c. - demonstrate the ability to identify the point of view of a speaker/presenter
- *IG4d. - demonstrate the ability to identify personal bias and/or the hidden agenda of a speaker/presenter
- *IG4e. - demonstrate the ability to distinguish fact from opinion
- *IG4g. - demonstrate the ability to respond spontaneously to a question about an area of interest or recent investigation
- *IG5k. - demonstrate effective question formulation

https://www.k12els.com/ezlp_new/rpt_lessonplan.php

Additional Objectives/Standards

None

Plan

Give the lesson on mutual funds in the Stock Market Game.

Explain to the students that Bob Tatum, from Bancorp South, is coming to speak to them about mutual funds and in particular Washington Mutual, because one of the teams has purchased shares of that mutual fund.

Homework

None

Resources

Stock Market game lesson plan on mutual funds, Bob Tatum from Bancorp South (speaker), camera to take pictures

Assessments

Students questions and group discussion about mutual funds

Report - Lesson Plan
 From Date : 11/06/2008
 To Date : 11/06/2008
 Subject : CREATE

Clemons, Kim

CREATE

Title: "Mini Society"

11/06/2008 - 06/01/2009

Created: 11:07AM 11/06
 Last Update: 6:11PM 01/15,

Standards

- *IG1 - THINKING SKILLS – Given a topic/situation, the learner will define and classify the problem make connections and draw distinctions, analyze information objectively and critically, reflectively de
- *IG1a. - demonstrate the ability to use higher order thinking skills
- *IG1b. - demonstrate the ability to use critical thinking skills
- *IG1d. - demonstrate the ability to use creative thinking skills
- *IG1e. - demonstrate the ability to use creative problem solving skills
- *IG1h. - demonstrate the ability to use intuitive reasoning
- *IG1k. - participate in risk-taking exercises
- *IG1l. - participate in making interdisciplinary connections
- *IG1m. - demonstrate the ability to use decision-making skills
- *IG1n. - demonstrate the ability to use research skills
- *IG1o. - participate in drawing global implications to situations
- *IG1q. - participate in probability and prediction activities
- *IG1r. - demonstrate the ability to use self-directed learning skills
- *IG1s. - participate in spontaneous thinking activities
- *IG2 - CREATIVITY – Given a real life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuiti
- *IG2b. - demonstrate the ability to use intuitive reasoning
- *IG2c. - demonstrate the ability to use fluency, flexibility, originality and elaboration
- *IG2d. - demonstrate the ability to use spontaneous thinking
- *IG2e. - demonstrate the ability to use preparation, incubation, illumination and verification
- *IG2m. - demonstrate the ability to use creative problem solving skills
- *IG2o. - demonstrate the ability to take risks
- *IG2p. - participate in decision-making activities
- *IG2r. - participate in spontaneous group dynamics activities
- *IG3j. - demonstrate effective speaking skills
- *IG3p. - demonstrate the ability to use effective writing skills
- *IG4 - COMMUNICATION – Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audienc and ti
- *IG4a. - demonstrate good listening skills
- *IG4b. - demonstrate the ability to identify propaganda techniques
- *IG4c. - demonstrate the ability to identify the point of view of a speaker/presenter
- *IG4d. - demonstrate the ability to identify personal bias and/or the hidden agenda of a speaker/presen
- *IG4e. - demonstrate the ability to distinguish fact from opinion
- *IG4g. - demonstrate the ability to respond spontaneously to a question about an area of interest or rec investigation
- *IG4h. - demonstrate the ability to speak effectively

- *IG4k. - demonstrate the ability to develop and present a persuasive presentation
- *IG4l. - demonstrate the ability to utilize technology to retrieve available information
- *IG5c. - demonstrate the ability to use data collection skills appropriate to the problem
- *IG5d. - demonstrate the ability to conduct a feasibility study
- *IG5e. - utilize creative problem solving skills
- *IG5f. - utilize intuitive thinking skills
- *IG5g. - utilize critical thinking skills
- *IG5j. - utilize the ability to make interdisciplinary connections
- *IG5k. - demonstrate effective question formulation
- *IG5l. - utilize technology appropriately to facilitate the search for information, data analysis, and product presentation
- *IG5n. - demonstrate the ability to take risks
- *IG5p. - utilize creative abilities
- *IG5q. - utilize effective writing skills
- *IG5r. - utilize effective speaking skills

Additional Objectives/Standards

None

Plan

The students will participate in Mini-Society, an economics program which stimulates the learner's interest in becoming an entrepreneur. The students will establish their own classroom city, create their own businesses, develop a marketing plan by completing market surveys and demand schedules, create their product to sell at market, or develop a service, take out loans (bank or individual), come up with a business plan, advertise and market their product, and participate in class markets and auctions. The 4th, 5th and grade students will also participate in the Stock Market Game, so incorporated in Mini-Society, they will also buy and sell stocks in their own or other's businesses.

Homework

None

Resources

Mini-Society center, items on cart to produce their products or service, pencil and paper

Assessments

teacher observation, students' market products or services and final written test on the economic principles and vocabulary at the end of the unit.

I used several evaluation tools during the past year and a copy is attached with my lesson plans. They were from Brainpop (www.brainpop.com) and from the Stock Market Game website. I gave the Brainpop quizzes as pretests and post tests. The test from the Stock Market Game I gave as a test after my students had been using the Stock Market Game website for over a month.

I also gave my students the Investor Education evaluation tool as a pretest in November 2008, and as a post test in December 2008, before the December 13th deadline.

The outcomes were as follows: On the Brainpop quizzes, most of my students scored 10 out of 10, however there were a few who did not do as well. However, every one of my students scored a 10 out of 10 on the quizzes when I gave them as post tests.

On the Stock Market test that I gave, every student (except one – who is no longer in the district), scored perfect scores.

Attached are the results of the Investor Education evaluation. All of my students passed the evaluation as a post test, with the exception of the student who is no longer in our district.

In addition to the results of those evaluations, my team from Beauvoir won first place in the Elementary Division of the Spring 2008 Stock Market Game for the State of Mississippi. One of my teams from Jeff Davis placed 2nd in the Elementary Division of the Fall 2008 Stock Market Game for the State of Mississippi.

That spells SUCCESS to me!

MISSISSIPPI COUNCIL ON ECONOMIC EDUCATION

at Millsaps College
1701 N. State Street
Jackson, MS 39210
Phone: 601-974-1325
Fax: 601-974-1416

Investor Education Reporting Form Deadline: December 13, 2008

Teacher's Name Kim Clemons

Name of School Beauvoir

Name of Subject in which Investor Education was taught: CREATE (gifted classes)

Class Period Fridays

(check here) Yes, please send me Certificates of Achievement for my students who achieved 90% or above on the post test—I have circled the names of the students below who scored 90% or above on the POST test. Note: 90% is 22 correct on the post test.

Student's Name	Number Correct (0-25) on Pre Test	Number Correct (0-25) on Post Test
1. Rebecca Adams	15	24
2. Kyle Quinn	13	22
3. Koty Stiglet 2	15	22
4. Casper Shafer	15	22
5. Robert Tamondong	15	22
6. Samantha Kraaer	15	22
7. Noah Hawkins	15	22
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Phone: 601-974-1325
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Investor Education Reporting Form Deadline: December 13, 2008

Teacher's Name Kim Clemons

Name of School Jeff Davis

Name of Subject in which Investor Education was taught: CREATE (gifted classes)

Class Period Tuesdays and Wednesdays

(check here) Yes, please send me Certificates of Achievement for my students who achieved 90% or above on the post test—I have circled the names of the students below who scored 90% or above on the POST test. Note: 90% is 22 correct on the post test.

Student's Name	Number Correct (0-25) on Pre Test	Number Correct (0-25) on Post Test
1. Moses Brown	15	22
2. LaDazea Bridges	17	23
3. Kassie Anshutz	15	23
4. Andrew Holmes	15	22
5. Deanna Taylor	15	22
6. Adrienne Kelly	15	22
7. Ian Johnson	15	22
8. Patrick Camacho	15	22
9. Michael Hendricks	14	22
10. Aby Cowan	15	22
11. Kimberly Sanchez	17	24
12. John Wilkins	17	23
13. Mike Howard	16	22
14. Michael Rigby	15	22
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Bibliography

Great Minds Think (A Kid's Guide to Money) Federal Reserve Bank of Cleveland, Ohio

Stock Market Quiz BrainPOP.com www.brainpop.com

Stocks and Shares Quiz BrainPOP.com www.brainpop.com

Understanding Portfolios Stock Market Game Quiz Stock Market Game

www.stockmarketgame.org

Lesson on Mutual Funds Stock Market Game www.stockmarketgame.org

Mini-Society lessons, materials and journals from the following texts:

Kourilsky, M. *The Framework: Experiencing the Real World in the Classroom*. Kansas City Ewing Marion Kauffman Foundation 1996

Kourilsky, M. *Economics: Debriefing Teachable Moments*. Kansas City Ewing Marion Kauffman Foundation 1996

Kourilsky, M. *Entrepreneurship: Debriefing Teachable Moments*. Kansas City Ewing Marion Kauffman Foundation 1996

Kourilsky, M. *Law, Government & Ethics: Debriefing Teachable Moments*. Kansas City Ewing Marion Kauffman Foundation 1996

