Reality Check
Grade Level: Middle School

National FCS Standards:
Demonstrate identification of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.

Critical-Thinking Questions:
How could you classify individual and family expenditures?
How is (selected board game) similar to and different from “real-world” expenditures?
Resource — Developing Higher-Level Thinking Skills Flip Chart: A Teacher’s Resource (WA26543H)

Formative Assessment:
Students will classify individual and family expenditures by resource categories.
Students will compare and contrast board games to “real-world” situations.

Materials Needed:
- Whiteboard and markers
- Notebook paper
- A variety of consumer education board games:
  - Discount (WA24212H)
  - Pay Day® Game (SN01403H)
  - The Game of Life® (SB24729H)
  - Budget (TB16683H)
  - Mall Madness (WA25820H)
  - Budget City (WA23150H)
  - The Family Vacation Game (WA26143H)
**Introduction (5-10 minutes):**

On the board, create three columns. Label the first “preteen,” the second “teen,” and the third “adult.” Ask students to identify ways in which individuals within these categories learn about consumerism and money management. Encourage students to include both formal and informal education, such as classes in school and television or media influences. After a list has been created in each column, ask students to determine the sources that they believe are reliable. Make sure the class reaches a consensus regarding reliability of the sources. Place a star next to the sources determined to be reliable.

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**Activity (20-30 minutes):**

Divide the class into four small groups. Distribute one of the consumer education board games to each group. Allow time for each group to become familiar with the rules and procedures for their game and to engage in game play together. Remind students that these games are intended for a large range of audiences, so preteens, teens, and adults may all play them.

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**Conclusion (5-10 minutes):**

Following the conclusion of the game, ask each group to perform a collective analysis of the game they played. Each group should use one sheet of loose-leaf paper and replicate the original three columns on the board. In each column, the group should record what they feel each age group of individuals would learn from playing their specific game. Groups should then list one positive and one negative feature of the game for each column.
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FCS Lessons

Fun and Games
Grade Level: High School

National FCS Standards:
Examine the use of resources in making choices that satisfy needs and wants of individuals and families.

Critical-Thinking Question:
How would you evaluate the reliability of sources of consumer and money management information for preteens, teens, and adults?
Resource — Developing Higher-Level Thinking Skills Flip Chart: A Teacher’s Resource (WA26543H)

Formative Assessment:
Students will analyze the accuracy and effectiveness of resources for consumer education.

Materials Needed:
- Whiteboard and markers
- Notebook paper
- A variety of consumer education board games:
  Discount (WA24212H)
  Mall Madness (WA25820H)
  Pay Day® Game (SNO1403H)
  Budget City (WA23150H)
  The Game of Life® (SB24729H)
  The Family Vacation Game (WA26143H)
  Budget (TB16683H)
**Introduction (10-15 minutes):**
On the whiteboard, create a table titled “Individual and Family Resources.” Divide the table into six columns and label them: food, clothing, shelter, health care, recreation, and transportation. As a class, have students brainstorm a multitude of examples of individual and family expenditures. As each idea is mentioned, allow class members to classify the expenditure into one of the six categories. Record each idea on the board in one of the six categories.

**Activity #1 (20-30 minutes):**
Divide the class into small groups of 3-4 students. Provide each group with a sheet of notebook paper. Distribute one consumer education board game to each group. The groups should record the name of their board game at the top of the page. Next, have each group divide the notebook page into six categories – label each category with the headings from the board.

As students engage in game play, have them record each purchase or expenditure they experience into one of the six categories.

**Activity #2 (10-15 minutes):**
Following game play, have each student group compare the expenditure identified by the class on the whiteboard with those that occurred in the board game they played. Individually, have each student write a one-page reflection comparing and contrasting the experiences in the board game with those of “real life.”

**Conclusion (10-15 minutes):**
Invite students from each group to share their analysis of the board game they played in comparison to the “real-world” expenditures of individuals and families. Allow time for comparisons of each game to be shared.

**Classroom to Community Ideas:**
- Invite a County Family Living Agent from a local university extension to the classroom to discuss individual and family resource management.
- Have each student share the results of the board game with their parent(s) or guardian(s). Have students ask the adult if expenditures in the board game are realistic. Have students encourage the adult to give examples and explain similarities and difference of the game to the “real world.” Invite students to share a summary of the conversation with the class.