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This Virtual Economics Workshop Leader’s Guide is a toolkit for organizing and conducting a workshop that helps K-12 teachers to use Virtual Economics more effectively as a resource for planning and teaching standards-based economics and personal finance. Virtual Economics is a flexible and powerful tool that allows teachers to access more than 1,400 classroom-tested lessons in economics and personal finance and to search for those lessons by publication, keyword, national standards and state standards.

BROWSE ECONOMICS CONCEPTS contains 51 concepts organized into five categories. Each concept contains an overview; featured lessons for elementary, middle and high school; teaching tips; a video explanation; quiz; and online resources for the concept. In addition, a glossary with over 500 terms and their definitions is available.

BROWSE ECONOMICS LESSONS contains more than 1,400 CEE lessons, both print and online. This section allows searches by publication, keyword, national standards and state standards. Searches can be limited to grades K-2, 3-5, 6-8 and 9-12.

SEARCH BY STANDARD allows searches not only by national standards but also by state standards. This search lists the top 30 lessons—20 from print materials and 10 online—that most closely relate to the standard selected. This allows users to customize their economics curriculum to their state’s standards in economics and personal finance while using lessons that are most effective for a particular teaching style.

Virtual Economics would not be possible without the generous financial support of the State Farm Insurance Companies. Their commitment to economic education has made a real difference in improving economic and personal financial literacy.
PART I: ORGANIZING THE WORKSHOP

Use this section of the Workshop Leader's Guide to plan and market your workshop. All successful teacher workshops have a number of characteristics in common. Above everything else, schedule the program and begin a marketing campaign as far in advance of the workshop date as possible. The pages that follow suggest strategies for selecting a date, communicating with instructional supervisors and teachers in the field about the upcoming workshop and following up after the workshop.

SCHEDULING

• Preliminary Checklist
• Detailed Planning Guide
• Ensuring an Effective Presentation

MARKETING AND RECRUITING

• Sample Workshop Flier

PUBLIC RELATIONS

• Sample Letter to Principal
• Sample Press Release
Teacher workshops need to be scheduled at least 8-10 weeks in advance. You should consult school calendars to avoid selecting a student holiday, teacher workday, the week of state testing or other potential conflicts. Many teachers suggest that Mondays and Fridays are the least desirable days to be away from school. Selecting a date in consultation with central office personnel, curriculum and staff development personnel, local school principals and classroom teachers to avoid conflicts is the fundamental first step in guaranteeing a successful workshop.

Second, information about the workshop (date, time, location and program goals) must be communicated to teachers as far in advance as possible. The more information provided early, the more likely teachers are to attend. Multiple announcements regarding the program should be made by means of fliers, newsletters, business letters and websites.
PRELIMINARY CHECKLIST

1. Who will be invited to your workshop?
   - □ K-8 social studies teachers
   - □ high school social studies and economics teachers
   - □ middle school mathematics teachers
   - □ elementary school reading/language arts teachers
   - □ business education teachers
   - □ family and consumer sciences teachers
   - □ personal finance teachers
   - □ other _______________________

2. What organizations/individuals in your district/region can provide assistance?
   - □ regional education service agency
   - □ school principal/assistant principal
   - □ curriculum director
   - □ social studies department chair
   - □ business education department chair
   - □ mathematics department chair
   - □ elementary school grade-level contact
   - □ college/university professors
   - □ other _______________________

3. What type of assistance can these organizations/individuals provide?
   - □ access existing workshop agenda
   - □ provide list of interested teachers
   - □ endorse the topic and program
   - □ encourage teacher participation in workshop
   - □ co-sponsor workshop
   - □ other _______________________

4. What are some possible dates/locations for the workshop?
   - □ city _____________________________
   - □ sponsoring/cooperating organization _________________________
   - □ dates to avoid _____________________________
GETTING ORGANIZED

1. Have you identified the audience? What does the audience already know about economics and personal finance education?

2. Have you set the date and time and provided this information to potential participants 8-10 weeks in advance?

3. Have you obtained a suitable site with a sufficient number of online computers?

4. Have you arranged for needed audiovisual equipment (e.g., computer lab, overhead transparency projector, laptop and LCD projector)?

5. Have you prepared registration forms, evaluation forms, name tags, refreshments, etc.?

6. Have you prepared adequate quantities of handouts and other materials for distribution?

7. Have you made your backup overhead transparencies? Have you ordered any necessary supplemental resource materials?

8. Have you familiarized yourself with all aspects of Virtual Economics?

PLANNING THE WORKSHOP

9. Have you prepared activities to set the stage for the workshop (share objectives, review agenda, lead get-acquainted activity)?

10. Have you planned a variety of different activities for the workshop?

11. Have you planned processes to debrief the learning experiences (connect activities to the objectives of the workshop)?

12. Have you planned an evaluation to gather data on the effectiveness of Virtual Economics and of the presenter?

CRITIQUING THE PLAN

13. Is the amount of work realistic given the time frame?

14. Do the activities fit the topic and measure the objectives?

15. Does the workshop have varied activities?
ENSURING AN EFFECTIVE PRESENTATION

- Arrive at the workshop site early; arrange for someone to assist you.
- Load the PowerPoint presentation into the computer.
- Test *Virtual Economics* and the PowerPoint presentation on the LCD projector.
- Greet participants as they enter the room.
- Start the program on time.
- Don’t overwhelm your participants with too much information all at once.
- Maintain a high level of participant involvement; don’t read to your audience.
- Be aware of the time of day; be sensitive to participant needs for breaks.
- Be aware of the makeup of your audience (teachers, curriculum supervisors or administrators).
- Use humor to relax participants and defuse problems with equipment, facilities, etc.
- Finish within the allotted time.
MARKETING AND RECRUITING

The starting point for promoting your workshop and recruiting an audience is the development of an informational flier. In deciding what to include, always follow the “who, what, when, where and why” criteria. Ask someone to read the flier and follow the registration procedures. This will allow for troubleshooting any problems so that they can be avoided. The fliers should be mailed at least six weeks in advance of the workshop date. The fliers should be direct mailed to central office personnel and school principals in nearby districts. In addition, teachers who have participated in other workshops you’ve conducted should be invited. The state and local teacher professional organizations are always looking for items for their newsletters and are usually happy to provide mailing labels.

SOME OF THE ITEMS THAT A Flier SHOULD INCLUDE ARE:

- Title of the workshop
- Targeted audience for the workshop
- Date, location, times for the workshop
- Registration deadline
- Names of the instructors
- Description of Virtual Economics
- Why attend list (no registration fee, continuing education credits, reimbursement for substitute teacher, lunch or dinner provided, as appropriate)
- Name of your organization
- Names of workshop funders (CEE and any other external funders)
- Registration form that asks for a participant’s
  - name
  - school name and address
  - e-mail address
  - telephone number
  - fax number
  - grade level and/or subjects taught
- Information on where to send the application form
- Information related to lodging arrangements, if needed

After teachers have registered, be sure to send confirmation notices in a timely fashion.
The Center for Economic Education at This University, in collaboration with the Council for Economic Education and State Farm, present

VIRTUAL economics®

A WORKSHOP FOR K-12 ECONOMICS, PERSONAL FINANCE, SOCIAL STUDIES, MATHEMATICS AND FAMILY AND CONSUMER SCIENCES TEACHERS

Monday, October 1, 2011
8 a.m. – 3 p.m.
This Building, Room 212

Reasons to Attend
• Free Copy of Virtual Economics CD
• Lessons That Teach Your State Standards
• Certificate Renewal Credits Available
  • No Registration Fee

For More Information or to Register, Contact

Jane Doe
(111) 111-1111
(222) 222-2222
janedoe@gmail.com

Space is Limited--Enroll Today! Registration Due by September 14, 2011

Name: ____________________________________________________________
School: __________________________________________________________
Address: _________________________________________________________
School Phone: ___________________ Fax: ___________________ E-mail: ____________
Grade Level and/or Subjects Taught: _________________________________
Signature of Principal/Designee: ____________________________________
PUBLIC RELATIONS

BEFORE THE WORKSHOP
An effective way of alerting the principal to the teacher’s participation in a workshop is to require the principal’s signature on the application form.

DURING THE WORKSHOP
Document active participation in a workshop by taking photographs, which can be used in a press release for local newspapers.

AFTER THE WORKSHOP
Press releases and photographs sent to local newspapers are a great public relations tool and a marketing tool for future workshops.

Sending a letter to the principal of a teacher who attended a workshop can earn a teacher a “pat on the back.” Letting an administrator know that a teacher attended a professional development workshop can also be of use in the future by helping recruit workshop participants for a repeat of this program or new programs.
Dear Principal:

A teacher at your school, This Teacher, attended a workshop on using *Virtual Economics* as a planning tool to access explanations of economic concepts and instructional materials for teaching K-12 economics. The workshop was conducted by the Center for Economic Education at This University and was attended by 22 teachers from across the region.

Congratulations to you for having such a dedicated staff member who seeks out opportunities for personal growth and learning and ways of sharing that knowledge with students.

Sincerely,

Jane Doe, *Director*
Center for Economic Education
FOR IMMEDIATE RELEASE
Media Contact: Jane Doe
(111) 111-1111

Teacher[s] Hone[s] Skills at Technology Workshop

THIS TOWN (October 1, 2011) - The lead sentence(s) should succinctly summarize the story and address who, what, where and when. For example: “Good teachers improve their skills to stay on top of their profession. Recently, it was This School’s teachers’ turn to learn at a technology workshop in City on October 1st.” You can get creative with your lead, but keep it reasonable.

The paragraphs which follow should expand on what you’ve stated in your lead. Who went, which organization(s) sponsored the workshop, who conducted it--details of this sort should be included in later paragraphs. Remember to keep it simple, clear and just the facts.

Provide information on Virtual Economics. For example: “Virtual Economics is a tool that allows teachers to search and use 1,400 classroom-tested economics and personal finance lessons in their classes. The lessons can be searched by economics and personal finance concept, keyword and national and state standard. The search can be limited to a specific grade level. Individual teachers can customize their economics and personal finance lesson plans using Virtual Economics.”

If you have room left, you could add something about what the participants learned or how they can implement their new information or skills in the classroom. We’d love it if you said something about the CEE, your state Council on Economic Education and State Farm.
PART II: CONDUCTING THE WORKSHOP

Use this section of the Workshop Leader’s Guide to implement your workshop. The headings below are an outline of the agenda. Each section has a detailed guide with suggestions on implementation, followed by the handouts, worksheets, transparency masters and other materials needed to deliver that section of the workshop.

SAMPLE FULL-DAY WORKSHOP AGENDA

• Registration, Welcome, Introductions and Workshop Objectives

• Introducing Virtual Economics

• Exploring Virtual Economics

• Teaching with Virtual Economics

• Planning across the Curriculum with Virtual Economics

• Implementing State Standards with Virtual Economics

• Answering Frequently Asked Questions about Virtual Economics

• Wrap-Up and Evaluation
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30 AM</td>
<td>Registration, Welcome, Introductions and Workshop Objectives</td>
</tr>
<tr>
<td>8:30 – 9:30 AM</td>
<td>Introducing <em>Virtual Economics</em></td>
</tr>
<tr>
<td>9:30 – 9:45 AM</td>
<td>Break</td>
</tr>
<tr>
<td>9:45 – 10:45 AM</td>
<td>Exploring <em>Virtual Economics</em></td>
</tr>
<tr>
<td>10:45 – 11:30 AM</td>
<td>Teaching with <em>Virtual Economics</em></td>
</tr>
<tr>
<td>11:30 AM – 12:30 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 – 1:30 PM</td>
<td>Planning across the Curriculum with <em>Virtual Economics</em></td>
</tr>
<tr>
<td>1:30 – 2:15 PM</td>
<td>Implementing State Standards with <em>Virtual Economics</em></td>
</tr>
<tr>
<td>2:15 – 2:45 PM</td>
<td>Answering Frequently Asked Questions about <em>Virtual Economics</em></td>
</tr>
<tr>
<td>2:45 – 3:00 PM</td>
<td>Wrap-Up and Evaluation</td>
</tr>
</tbody>
</table>
REGISTRATION, WELCOME, INTRODUCTION & WORKSHOP OBJECTIVES

TIME FRAME: 30 minutes

MATERIALS:

- People Search Worksheets (1 copy per participant)
- Name Card (1 card per participant, transparency)
- Workshop Objectives (transparency)
- Attendance Form (1 copy per participant)
- Agenda (1 copy per participant)

STEP 1-A: 20 minutes
Distribute the People Search worksheets to participants as they register and/or enter the room. Explain that they have 10 minutes to find as many people in the room as they can who are able to provide answers to the questions. Upon finding someone who can provide an answer, have that person write the answer in the appropriate box and his or her name on the line below. Remind people that they can answer only one question on another person’s worksheet.

Ask everyone to be seated, and begin the program by welcoming the participants to the workshop. Next, randomly call on participants to answer the 12 questions. For example, ask, “Who has an answer for number _____ on their sheet? Tell us the answer and identify the person who gave it to you.” You can use this activity as an opportunity to elaborate on each topic and determine what participants already know about economics and personal finance issues. The answers are provided on the People Search key.

OR

STEP 1-B: 20 minutes
To build relationships among participants (and to help them learn more about one another than their names), distribute Name Cards to each participant and give them the following assignment by saying:

a. In the center of the card, write your first name large enough to be read from at least 12 feet away.
b. In the upper left-hand corner, write the names of two places: your birthplace and your favorite place.
c. In the upper right-hand corner, write a word or short phrase that comes to mind to complete the phrase “When I think of economics, I think of….”
d. In the lower left-hand corner, write one of the most common stereotypes about the wealthy.
e. In the lower right-hand corner, write a word or short phrase which describes how you think your students can benefit from learning about economics.
Display the Name Card transparency to give a quick summary of what the participants should be writing on their cards. Monitor to see that they all understand what to do. When they finish, ask participants to introduce themselves to the workshop participants at their table by explaining the card.

**STEP 2: 10 minutes**
Use the Workshop Objectives transparency to share the objectives of the workshop with the participants. Invite them to ask questions or make comments at any time. Briefly review the agenda to give an overview of the program. Orient participants to the location of the restrooms and telephones.
PEOPLE SEARCH

**DIRECTIONS:**
Find someone who can sign-off on one of the following tasks. A colleague may sign only one of the tasks on your sheet.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can name the current Chairman of the Federal Reserve Bank.</td>
<td>2</td>
<td>I am a member of the Global Association of Teachers of Economics (GATE).</td>
</tr>
<tr>
<td>3</td>
<td>I can name the economist most closely associated with the theory of comparative advantage.</td>
<td>4</td>
<td>I can name the father of economics.</td>
</tr>
<tr>
<td>5</td>
<td>I can identify the following: NYSE, SEC, and AMEX.</td>
<td>6</td>
<td>I can name the three types of resources about which all societies must make allocation decisions.</td>
</tr>
<tr>
<td>7</td>
<td>I can name the European Union currency.</td>
<td>8</td>
<td>I can identify the acronym CEE.</td>
</tr>
<tr>
<td>9</td>
<td>I have at least five online computers in my classroom.</td>
<td>10</td>
<td>I am grade level chair or department chair.</td>
</tr>
<tr>
<td>11</td>
<td>I play a stock market simulation with my students.</td>
<td>12</td>
<td>I have recently conducted a workshop for colleagues.</td>
</tr>
</tbody>
</table>
1. …can name the current Chairman of the Federal Reserve Bank.
   Ben Bernanke

2. …is a member of the Global Association of Teachers of Economics (GATE).
   Answers will vary

3. …can name the economist most closely associated with the theory of comparative advantage.
   David Ricardo

4. …can name the father of economics.
   Adam Smith

5. …can identify: NYSE, SEC, and AMEX.
   - New York Stock Exchange
   - Securities and Exchange Commission
   - American Stock Exchange

6. …can name the 3 types of resources about which all societies must make allocation decisions.
   Natural, human, capital

7. …can name the European Union currency.
   Euro

8. …can identify the acronym CEE.
   Council for Economic Education

9. …has at least five online computers in his or her classroom.
   Answers will vary

10. …is grade level chair or department chair.
    Answers will vary

11. …plays a stock market simulation with his or her students.
    Answers will vary

12. …has recently conducted a workshop for colleagues.
    Answers will vary
<table>
<thead>
<tr>
<th>My birthplace and favorite location are…</th>
<th>When I think of economics, I think of…</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>A common stereotype about the wealthy is…</th>
<th>My students can benefit from learning about economics because…</th>
</tr>
</thead>
</table>

FIRST NAME HERE
WORKSHOP OBJECTIVES

Participants will…

• increase their awareness and understanding of the resources available for teaching economics including over 1,400 lessons on *Virtual Economics*

• review the features of the *Virtual Economics* tool, which is designed to help K-12 teachers teach key economics concepts

• use *Virtual Economics* to find lessons that teach important economics and personal finance concepts, national economics and personal finance standards, and state economics and personal finance standards
ATTENDANCE FORM

Please complete this form to receive our newsletter and be notified of future economic education programs and materials.

Name: _____________________________________________________________________

Position: ____Teacher    ____ District Office    _____ Other (specify) ____________________

Grade Level(s) Taught: _____________________________________________________________________

Course(s) Taught: _____________________________________________________________________

School: _____________________________________________________________________

School Address: ______________________________________________________________

City, State, Zip Code: _________________________________________________________

School Telephone: (____) __________________ School Fax: (____) ___________________

E-mail:_____________________________________________________________________

Location of Today’s Workshop:___________________________________________________

Program Leader: ________________________ Today’s Date: _____________

Home Address: _____________________________________________________________________

City, State, Zip Code: _________________________________________________________

Home Telephone: (____) __________________ Home Fax: (____) ___________________
INTRODUCING VIRTUAL ECONOMICS

TIME FRAME: 60 minutes

MATERIALS:

• PowerPoint Presentation

• PowerPoint Handout (1 copy per participant)

• Computer and Projector (with Internet connection, if possible)

STEP 1: 60 minutes
Pique the interest of the participants in wanting to know more about Virtual Economics by showing the PowerPoint presentation.
EXPLORING VIRTUAL ECONOMICS

TIME FRAME: 60 minutes

MATERIALS (1 per participant):

- Computers (connected to the Internet, if possible)
- Virtual Economics CD-ROM or USB Flash Drive
- Scavenger Hunt Worksheet

STEP 1: 10 minutes
Load Virtual Economics CD-ROM: Have the participants place the CD into the CD-ROM drive on their computers. If auto-play is enabled on the computers, the CD will automatically start. If the CD does not automatically start, tell them to double-click on the VE4.exe (Windows) or VE4 (Macintosh) icon. The CD may take between 20 seconds and one minute to load.

Load Virtual Economics USB Flash Drive: Have the participants insert the Flash Drive into a USB port on their computers. Have them open the LAUNCH VE4 - Windows or LAUNCH VE4 - Mac folder, and double-click on the VE4.exe (Windows) or VE4 (Macintosh) icon. The first time you launch the application it will take between 30 seconds and two minutes to load depending on your computer system.

Explain that there is no installation required with Virtual Economics. As long as a computer meets the minimum system requirements, the application will run directly from the CD or flash drive and is not dependent on software on the computer, except for Adobe Reader.

STEP 2: 40 minutes
Scavenger Hunt: To provide the teachers with a broad overview of the tool, have them examine it. Give them the Scavenger Hunt worksheet to complete. The purpose of this activity is to have the participants work through the process of answering the questions, not so much identifying the answers themselves. By searching Virtual Economics for the answers, they will become familiar with the various functions and features of the tool.

STEP 3: 10 minutes
Debrief the Scavenger Hunt: Ask questions such as the following:

- What are the various ways you can search for lessons in Browse Economics Lessons? By keyword, publication, national and state standards
- Can you find lessons by Browsing Economics Concepts or only by Browsing Economics Lessons? Both
- Which method for searching for lessons works best for you? Why? Answers will vary
- How would you use the teaching Tips? Answers will vary
- How would you use the Concept Videos? Answers will vary
- What are two ways you can access the Glossary? Go to Browse Economics Concepts and click on the tab on the right-hand corner of the screen or click on the underlined terms in the Concept Overviews.
- Which feature of Virtual Economics are you most likely to use? Why? Answers will vary
If your computer is online, complete the process of registering your copy of *Virtual Economics* now.

**PART I - BROWSING ECONOMICS CONCEPTS**

1. What are the two major Browse components?
   a. 
   b. 

2. List the five categories of Economics Concepts.
   a. 
   b. 
   c. 
   d. 
   e. 

3. Select one of the International Economics Concepts and examine the screen. What is the purpose of the Overview?

4. What Related Concepts are linked to the concept of Price Ceilings and Floors? Why are Related Concepts included in *Virtual Economics*?

5. How many teaching Tips are given for the concept of Inflation? What is the purpose of the teaching Tips?
6. What options are given when you click on the word print?

7. Play the Concept Video for the concept of Productive Resources. What other task is the user asked to complete? How many did you answer correctly?

8. Go to the concept of Compound Interest. How many terms are highlighted? What happens when you click on the term save? View the Concept Video for this concept. Describe the hands-on task.

PART II - BROWSING ECONOMICS LESSONS

The database of economics lessons may be searched in four ways: by publication, keyword, national standards and state standards. Use these search functions to answer the following questions.

9. How many lessons are in the publication The Wide World of Trade? What is the title of Lesson 4?

10. How many print lessons are available on the topic of corporation?

11. How many high school print lessons are available to teach economics in world history?
12. What is Georgia’s Grade 2 standard which is numbered SS2E1? How many CEE Featured Lessons are displayed for this standard?

13. What is the cost of a single copy of the high school publication *Economics in Action*?

14. How many national economics standards exist?

15. Locate the standards for your state and explore them. Write a statement summarizing your reaction to what you find.

16. Search for lessons to teach a standard that you want to teach. How many lessons did you find?

17. If you are online, select a standard for your state and find an online lesson. By clicking on the lesson title, you will automatically be taken to the EconEdLink website. Examine the lesson and find each of the following items:

   - Grade: __________________________
   - Date the lesson was posted: __________________________
   - Concepts: __________________________________________________________
               __________________________________________________________

   Has anyone shared this lesson on Facebook? __________________________
   Has anyone shared this lesson on Twitter? __________________________
   Are there any educator reviews? __________________________

18. Which feature of *Virtual Economics* seems most promising for meeting your needs as a teacher of economics?
If your computer is online, complete the process of registering Virtual Economics now.

PART I - BROWSING ECONOMICS CONCEPTS

1. What are the two major Browse components?
   a. Browse Economics Concepts
   b. Browse Economics Lessons

2. List the five categories of Economics Concepts.
   a. Fundamental Economics
   b. Macroeconomics
   c. Microeconomics
   d. International Economics
   e. Personal Finance Economics

3. Select one of the International Economics Concepts and examine the screen. What is the purpose of the Overview?
   The Overview gives a description of the concept with key terms highlighted.

4. What Related Concepts are linked to the concept of Price Ceilings and Floors?
   Demand, Markets and Prices, Supply

   Why are Related Concepts included in Virtual Economics?
   Economics concepts are inter-related. Virtual Economics helps teachers explore and understand relationships between and among concepts.

5. How many teaching Tips are given for the concept of Inflation? 3
   What is the purpose of the teaching Tips?
   They give teachers quick ideas to use in class.

6. What options are given when you click on the word print?
   The options are Overview, Lessons, Tips, Online Resource, and Quiz.

7. Play the Concept Video for the concept of Productive Resources. What other task is the user asked to complete?
   To classify each of six resources by one of four categories

   How many did you answer correctly?
   Answers will vary

8. Go to the concept of Compound Interest. How many terms are highlighted? 5

   What happens when you click on the term save?
   The definition of save appears on the right-hand side of the screen.

   View the Concept Video for this concept. Describe the hands-on task.
   The user manipulates variables to determine the simple interest, compound interest and principal saved over time.
PART II - BROWSING ECONOMICS LESSONS

The database of economics lessons may be searched in four ways: by publication, keyword, national standards and state standards. Use these search functions to answer the following questions.

9. How many lessons are in the publication *The Wide World of Trade*? 11

   What is the title of Lesson 4?
   *Resources and Trade*

10. How many print lessons are available on the topic of *corporation*? 5

11. How many high school print lessons are available to teach economics in world history? 13

12. What is Georgia’s Grade 2 standard which is numbered SS2E1?
   *The student will explain that because of scarcity, people must make choices and incur opportunity costs.*

   How many CEE Featured Lessons are displayed for this standard? 20

13. What is the cost of a single copy of the high school publication *Economics in Action*?
   $29.95 NOTE: In searching for a publication, you must check the appropriate grade level or all grade levels.

14. How many national economics standards exist? 20

15. Locate the standards for your state and explore them. Write a statement summarizing your reaction to what you find.
   *Answers will vary*

16. Search for lessons to teach a standard that you want to teach. How many lessons did you find?
   *Answers will vary*

17. If you are online, select a standard for your state and find an online lesson. By clicking on the lesson title, you will automatically be taken to the EconEdLink Web site. Examine the lesson and find each of the following items:
   *Answers will vary for each item*

18. Which feature of *Virtual Economics* seems most promising for meeting your needs as a teacher of economics?
   *Answers will vary*
TEACHING WITH VIRTUAL ECONOMICS

TIME FRAME: 45 minutes

MATERIALS:

- Effective Use of Concept Videos in the Classroom (transparency)
- Concept Video Lesson Design Form (1 per participant)
- Computers (connected to the Internet, if possible) (1 per participant)
- Virtual Economics CD-ROM or USB Flash Drive (1 per participant)

STEP 1: 10 minutes
Explain to the participants that video can be an effective resource in the classroom. When it is used to enhance visual memory, video can be a very valuable tool. Video can reach students with a wide variety of learning styles. It can serve to explain concepts to students that other learning resources may not. The Concept Videos on Virtual Economics should never serve as the entire lesson, but rather as an enhancement to a lesson or unit of study. It is important to remember that the medium needs to be manipulated to meet specific instructional needs. It should not be something to use to fill time but rather a valuable asset to make the information personal and interesting for the students.

When using the Concept Videos with students, teachers can take the following steps:

- connect to and extend print resources
- provide key questions to focus student observation
- start and stop the video to focus student attention

To provide the teachers with a model for using the Concept Videos as an instructional tool, begin this segment by reviewing the Effective Use of Concept Videos in the Classroom transparency. This can also be used as a handout.

STEP 2: 35 minutes
Have each participant select an Economics Concept and design a plan for using the Concept Video in the classroom. The participants should apply the rules on the Effective Use of Concept Videos in the Classroom transparency. Have them complete the Concept Video Lesson Design Form.
EFFECTIVE USE OF CONCEPT VIDEOS IN THE CLASSROOM

1. PREVIEW EACH DEMONSTRATION. Determine your purpose in showing the Concept Video—to motivate students, introduce a new concept, reinforce a previously learned concept, or enhance and expand current knowledge. Then determine which Concept Videos are applicable to your lesson. You want to engage the students and make them think and see economics in action. Pick a demonstration that matches your objectives and will involve the students in the lesson. Pay attention to vocabulary, new concepts and special areas of interest. Review the definitions using the Glossary function. Look for the demonstrations that best tell the story and meet your objectives. Also look for Concept Videos that call for student response or interaction.

2. GIVE THE STUDENTS A FOCUS/REASON FOR VIEWING. Give the students something specific to look for or to listen for in the Concept Video. This will focus attention, encourage active viewing and give the students an objective or reason for viewing.

3. SEGMENT THE DEMONSTRATION. Can other CEE lessons and teaching Tips be used with the Concept Video? By incorporating a hands-on activity, discussion and other types of interaction around these demonstrations, the students are much more likely to meet the learning objectives of the lesson.

4. CONDUCT PRE- AND POST-VIEWING ACTIVITIES that will integrate the demonstration into the entire lesson structure. Previewing activities can serve a number of purposes—checking prior knowledge, introducing necessary vocabulary and setting the stage for new learning. Post-viewing activities should allow the students to reinforce, review, apply or extend their new knowledge in a meaningful, hands-on fashion.

5. MANIPULATE THE FEATURES OF THE DEMONSTRATION TO ENHANCE THE LESSON. Use the scroll bar for pause, rewind, fast-forward and frame-advance features. The pause can be used to check comprehension, to allow students to point out things on the screen, or to discuss and examine information presented. This feature can truly make the Virtual Economics interactive. This feature will stop the demonstration at an individual frame. Turning down the audio allows you to use a demonstration that may include age inappropriate narration but useful visuals. You may either narrate the segment yourself or have the students develop a narrative. This is also a good technique to use for having students practice prediction and sequencing skills. You can also turn down the brightness control and have the students listen to the narration and predict visuals. When using Concept Videos, the teacher is the producer/director and can manipulate the medium to fit specific needs.
CONCEPT VIDEO LESSON DESIGN FORM

1. Economics concept to be taught: _______________________________________________

2. Related state standard to be taught: _____________________________________________

3. Economics vocabulary which may need to be previewed: _____________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

4. New ideas this Concept Video illustrates: _________________________________________
   _____________________________________________________________________________

5. Purpose for showing the concept video (check one or more):
   _____ to motivate
   _____ to introduce a new concept
   _____ to reinforce the concept
   _____ to expand/enhance current knowledge

6. Previewing question to be posed to students to set the stage: __________________________
   _____________________________________________________________________________

7. Identify the segments within this Concept Video. How many parts should it be divided into
   for purposes of discussion? Can the demonstration be shown in its entirety? Where will the scroll
   bar be used to pause, fast-forward or advance the demonstration? ________________________
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

8. Post-viewing question(s) to reinforce, review, apply or extend what was learned: ___________
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

9. What CEE lessons can be used with this Concept Video? _____________________________
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________
TIME FRAME: 60 minutes

MATERIALS:

- Computers (connected to the Internet, if possible) (1 per participant)
- Virtual Economics CD-ROM or USB Flash Drive (1 per participant)
- Problem Scenarios Worksheets (1 per participant)

STEP 1: 45 minutes
The participants have now seen a general overview of Virtual Economics in the context of a PowerPoint presentation and perused the tool via a general scavenger hunt. The purpose of this activity is to provide a specific context in the form of a problem scenario, and then have the participants apply what they’ve learned about the organization and features of Virtual Economics to solve that problem.

The Problem Scenarios worksheet lists 10 problems ranging from elementary school literature, to U.S. History, to debate team, to mathematics. The participants may be assigned all 10 scenarios or selected scenarios to solve working alone, or they may be placed into teams and asked to solve the problems together. Alternatively, you may create your own scenarios or adapt the existing ones. Give the participants 45 minutes to solve the problems.

STEP 2: 15 minutes
Go over the results of their research.
PROBLEM 1: As an early-childhood (K-2) teacher, you are preparing a unit on the economics concept of producers. You want your students to understand that producers use different types of productive resources to make goods and services that people want.

**TASK:** Construct a glossary of key terms which you want your students to know, such as producers, consumers, natural resources, capital resources, human resources, entrepreneurship, goods and services. If a printer is available, print a copy of the definitions.

PROBLEM 2: You are a fourth-grade teacher in a school where there is an emphasis on integrating literature into all subjects. You are looking for lessons that you can use in your social studies class to teach about human capital and the world of work.

**TASK:** Locate and select an appropriate lesson from the publication Choices and Changes in Life, School and Work, and write the title here.

PROBLEM 3: Your tenth-grade Economics students are having trouble understanding how the Federal Reserve conducts open market operations. You would like to find a simulation to use with them.

**TASK:** Find a publication and lesson which will meet your requirement.

PROBLEM 4: One of your 11th grade Economics students defaced school property. You recognize this as a “teachable moment” on the concept of property rights.

**TASK:** Find a lesson which will explain why ownership of private property tends to encourage certain behavior, and write the title here.

PROBLEM 5: As a middle school social studies teacher, you are looking for a lesson to use as an introduction to a unit on world trade. You want to lay the foundation for your class by addressing the concepts of specialization, trade and exchange, and economic interdependence.

**TASK:** Find the publication The Wide World of Trade. Which lessons in the publication would be of most use to you?

PROBLEM 6: Your high school’s debate team is preparing for a competition, the topic of which is “What is the appropriate role of government in the economy?” You are the team’s coach.

**TASK:** Find the publication Civics and Government: Focus on Economics. Which lesson would be most useful to your students?

PROBLEM 7: Your middle school math students need practice in graphing data on a coordinate graph, and you want to review linear function. You are looking for a lesson to which they can relate, using the economic concepts of supply and demand.

**TASK:** Locate Lesson 10 in Mathematics & Economics: Connections for Life-Grades 6-8. What aspect of this lesson do you think will be most effective?

PROBLEM 8: Your high school U.S. History class is about to study the Great Depression. You want to include a discussion on the stock market crash of 1929 and the Federal Reserve’s monetary policy at that time. Some of the students are quite advanced, others less so.

**TASK:** Make a list of six or seven possible lessons.
PROBLEM 9
As a twelfth-grade World History teacher, you are preparing to introduce the course with a discussion on different types of economic systems. You would prefer a simulation, and you remember something about a parking-lot activity that a friend had acquired from attending an economics workshop.

**TASK:** Search by keyword *parking lot* for both middle and high school. What lesson in what publication was your friend talking about?

PROBLEM 10
You teach a yearlong high school Economics course. You want your students to undertake an online project that tracks productivity and GDP during the course of the school year.

**TASK:** Select online lessons, and use the search engine. Which features of EconEdLink (http://www.econedlink.org) might be useful tools?
IMPLEMENTING STATE STANDARDS WITH VIRTUAL ECONOMICS

TIME FRAME: 45 minutes

MATERIALS:

• Computers (connected to the Internet, if possible) (1 per participant)
• Virtual Economics CD-ROM or USB Flash Drive (1 per participant)
• Implementing the Standards Planning Guide (1 per participant)
• Lesson Analysis (1 per participant, transparency)

STEP 1: 45 minutes
This culminating activity pulls together all the pieces by asking the workshop participants to go through all the steps involved in using Virtual Economics to plan an actual lesson using their state standards.

The Implementing the Standards Planning Guide will walk them through the process of planning as follows:

1. Identifying the targeted grade level and discipline/course they teach.
2. Selecting a specific state standard and identifying a key concept from that standard.
3. Reading the Concept Overview and listing important terms found in the Glossary and Related Concepts.
4. Reading the Tips related to the concept and summarizing one they can apply.
5. Watching the Concept Video and determining how to use it.
6. Calling up the state standard again and obtaining a list of Featured Lessons (and if they don't see what they can use, continuing their search).
7. Completing the Lesson Analysis transparency, if time allows.
GRADE LEVEL
☐ K – 2
☐ 3 – 5
☐ 6 – 8
☐ 9 – 12

COURSE
☐ History
☐ Geography
☐ Economics
☐ Civics/Government
☐ Language Arts
☐ Mathematics
☐ Science
☐ Business Education

STATE STANDARDS
Select a state standard to teach and write it here. State: ____________________________________________

KEY CONCEPTS
Identify a key concept from the standard.

ECONOMICS TERMS
Read the Concept Overview. List the key economics terms from the Overview.

List Related Concepts to review.

TEACHING TIP
Summarize a Tip to be used in your lesson.

CONCEPT VIDEO
Explain how the Concept Video can be used.

LESSON PLAN
Find a lesson that teaches this concept.

Lesson Title: ____________________________________________

Source:  ☐ Print Publication Title: ____________________________________________
☐ EconEdLink

Teaching Time Required: ____________________________________________
LES S ON ANAL Y SIS

1. What makes this lesson successful?

2. What obstacle may inhibit the successful use of the lesson? How could the lesson be adapted?

3. Where could this lesson fit into the curriculum you teach?

4. Which CEE Economics Standard(s) and which Jump$tart Standard(s) are addressed?
ANSWERING FAQ ABOUT VIRTUAL ECONOMICS

TIME FRAME: 30 minutes

MATERIALS:

- Frequently Asked Questions (1 per participant)

STEP 1: 30 minutes
Distribute Frequently Asked Questions for the participants to review, and address any points that are raised.
FAQ - TECHNICAL QUESTIONS

1. How do I install Virtual Economics on my computer?
   There is no installation required for Virtual Economics as long as your computer meets the minimum system requirements listed below. Virtual Economics will run directly from the CD or flash drive and is not dependent on software on your computer. You will need Adobe Reader version 9.

   **MINIMUM SYSTEM REQUIREMENTS:**
   Windows
   • Microsoft Windows XP with Service Pack (SP) 2 or later operating system
   • 2.53 gigahertz (GHz) processor or higher
   • 512 megabyte (MB) RAM or higher
   • Adobe Reader 9 or later version
   
   Mac OS
   • Mac OS X version 10.4.1 or later operating system
   • Intel Core Duo or higher
   • 512 megabyte (MB) RAM or higher
   • Adobe Reader 9 or later version

2. Does it matter if I have Windows or Mac?
   It works on both PCs and Macs as long as your computer meets the minimum system requirements.

3. How fast will Virtual Economics run?
   The first time you launch the application it will take 30 seconds to 2 minutes to load depending on your computer system.

4. Do I need Internet access?
   The CD will detect whether or not you have an Internet connection. If you have an Internet connection, content will be automatically downloaded and displayed within the application. This allows you to view updated standards, online lessons, and online resources as they become available. Depending on the speed of your Internet connection, it may take 10 to 45 seconds to download updates.

   If you don't have an Internet connection, the CD will still be fully functional, but you won't have access to standards, online lessons and online resources that became available after May 2011.

5. If I have problems with Virtual Economics, where do I go for technical support?
   Visit the technical support page of the Web site at http://ve.councilforeconed.org or email info@councilforeconed.org

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6. If there are more than 1,400 complete lessons on Virtual Economics, why are there also Tips?
   Tips are quick ideas you can use in class. The lessons involve full-blown activities, including worksheets, lesson plans and visuals.
7. What are some ways to use the Concept Video with students?
   All of the Concept Videos have illustrated narratives that can be used as an introduction or as closure
   for a concept. Several also have interactive activities. For example, students can drag resources to the
   correct category, see how interest rates and time affect investment returns and see how long it takes to
   pay off credit card balances. About half the Concept Videos have interactive elements.

8. I want to learn more about a particular economic concept. Can Virtual Economics help?
   Yes. Virtual Economics is organized around 51 important economics and personal finance
   concepts. First check the Concept Overview. You can also check the Glossary by selecting key words in
   the Overview that help explain the concept further, or selecting the Glossary tab. Then play the
   Concept Video for a more informal explanation of the concept.

9. How do I access the Glossary?
   Go to Browse Economics Concepts and click on an individual concept. You can then open the
   glossary tab on the right-hand side of the screen by clicking on it. You can also access the Glossary
   by clicking on the underlined words in the Concept Overviews in this same section.

10. Are the lessons listed under the Lessons tab in Browse Economics Concepts different from
    the lessons in Browse Economics Lessons?
    No. The Lessons tab contains a sub-set of the lessons found under Browse Economics Lessons. The
    Lessons tab has some of the best print and online lessons displayed for each particular concept as
    selected by a team of curriculum specialists.

11. I know there are more than 1,400 lessons on Virtual Economics, but can I print them and
    use them in my classes?
    It is easy to print the lessons, and you are free to use them for classroom purposes. Use the View
    PDF or Save buttons for access to the lesson. Use your PDF reader to print the lesson.

12. What are the CEE standards?
    These refer to the Voluntary National Content Standards in Economics. Almost all CEE lessons
    are correlated to these standards, which focus on fundamental economic ideas and concepts. Visit
    the website to view the standards: http://www.councilforeconed.org/ea/standards/

13. When I search by my state’s standards, do I also have to check the appropriate grade level?
    If the state standard is appropriate only for a particular grade level, only lessons for that grade
    level will appear.
14. My state standards have been revised since the publication of Virtual Economics. Am I out of luck?

Not necessarily. If you have an Internet connection, Virtual Economics first searches the website for updated standards. If a CEE Council or a CEE Center or a state department of education correlated the revised standards, you could be in luck. When you search by state standard, the date of the latest revision on Virtual Economics is provided at the top of the page.

If you know that your state standards have been rewritten recently, please contact us so that we can put them in the queue to update the correlations.
15. I need to infuse economics into other disciplines. Which feature of Virtual Economics will help me do this?

16. What else is the keyword search good for?
   It will search for any word in the title of a CEE lesson or the title of a CEE publication, or even the ISBN number of a publication. Just the last few digits of an ISBN number will work.

17. When I select one of my state standards, 20 print lessons and 10 online lessons are displayed. Why are only 20 and 10 displayed?
   The standards correlation tool gives all 1,400+ lessons a score based on concepts associated with the standard and individual lessons. The 20 print lessons that have the highest score are displayed followed by the top 10 online lessons.
18. Are there site licenses or network versions of Virtual Economics?
   No. Virtual Economics is intended for individual teachers. It is not designed to be networked. However, volume discounts are available.

19. Is Virtual Economics designed primarily for me to use or for my students to use?
   Virtual Economics is designed primarily for teachers to use. Some features, such as the Concept Overviews, the Glossary and Concept Videos, are designed to help you learn basic principles of economics. Other features, such as the 1,400 lessons and Tips, are designed to provide the resources to help you teach economics more effectively.

20. Can I use Virtual Economics with my students? If so, which parts?
   The Concept Videos and some of the online lessons can be used directly with your students. The Concept Overviews could be used with high school students or, in some cases, with middle or elementary school students.
21. I have discovered that several lessons I would use come from just a few publications. Can I buy the publications?
   If you have an Internet connection, you can go directly to the CEE Store by clicking on the icon to buy publications, or you can call 800-338-1192 for a catalog.

22. What CEE publications are available on this version of Virtual Economics?
   A complete listing of the publications can be found on the CD or Flash Drive. Open the file labeled View-All-Publications.html and it will open in a web browser.

23. Why should I register my copy of Virtual Economics?
   Registering your copy of Virtual Economics entitles you to discounts on future versions as well as product updates and announcements.

24. Do I need a registration code to register this version of Virtual Economics?
   No. You don’t need a registration code, but you do need to click on the registration link from the home page of the Virtual Economics application.
WRAP-UP AND EVALUATION

TIME FRAME: 15 minutes

MATERIALS:

- Workshop Objectives (1 transparency)
- Workshop Evaluation Form (1 per participant)
- Virtual Economics Evaluation Form (1 per participant)

STEP 1: 10 minutes
Using the transparency from the earlier session, review the workshop objectives to validate that the objectives were addressed. Continue by asking these questions:

• Based on what you’ve seen and heard today, do you have any questions concerning the use of Virtual Economics?

• How do the Concept Videos and lessons fit with the curriculum you teach?

• Which specific activities would you most enjoy teaching? Why?

• Which specific activities would your students most enjoy? Why?

• How do you plan to incorporate these instructional materials into your lesson plans?

STEP 2: 5 minutes
Ask the participants to complete the evaluation forms.
WORKSHOP EVALUATION

Date and location of the workshop _______________________________________________

Grades(s) Taught ___________________________________________________________________

Course(s) Taught ___________________________________________________________________

1. Please rank the economic content knowledge of the presenters.
   (1 = Poor, 3 = About Average, 5 = Excellent)
   1 2 3 4 5

2. Please rank the teaching skills of the presenters.
   (1 = Poor, 3 = About Average, 5 = Excellent)
   1 2 3 4 5

3. How helpful do you think the workshop will be in preparing you to use Virtual Economics?
   (1 = Useless, 3 = Somewhat Useful, 5 = Very Useful)
   1 2 3 4 5

4. Please rank the overall quality of this workshop.
   (1 = Poor, 3 = About Average, 5 = Excellent)
   1 2 3 4 5

5. Would you be interested in other programs offered by us? If so, what kind of programs would you be interested in?

6. Additional comments about the workshop:
VIRTUAL ECONOMICS EVALUATION

1. Please rank your ability to navigate the content of Virtual Economics.
   (1 = Poor, 3 = About Average, 5 = Excellent)
   
   1  2  3  4  5

2. Please rank the quality of the content in Virtual Economics.
   (1 = Poor, 3 = About Average, 5 = Excellent)
   
   1  2  3  4  5

3. Overall, how effective will Virtual Economics be in helping you plan instruction?
   (1 = Very Effective, 3 = Somewhat Effective, 5 = Useless)
   
   1  2  3  4  5

4. Does Virtual Economics require previous knowledge of computer use? Did you encounter any difficulties in operating Virtual Economics?

5. Please tell us what strengths you see in Virtual Economics as a resource. How does Virtual Economics suit your needs?

6. What features would you like to see changed in future versions of Virtual Economics?

7. How will Virtual Economics help you in teaching economics?

8. _____ I plan to use Virtual Economics with the following grade level(s)/course(s):

   _____ I do not plan to use Virtual Economics.