

## Teacher Overview

**M**oney Bowl provides an applicable example of greed while exploring the effects of communication and trust within a group.

### When to Use This Lesson

Money Bowl is best when used prior to starting discussions about the different types of economic systems. The students do not need any prior knowledge to participate in Money Bowl. You will want to watch Stossel in the Classroom after you have played Money Bowl. If you watch it before, it will take away from the impact of the activity and debrief.

\*Additional follow up option: the documentary "Poverty Inc."

### Time



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STUDENTS EXPLORE THE EFFECTS OF  
COMMUNICATION AND TRUST

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### BEFORE CLASS PREPARATION

- > Other than gathering your materials, this lesson doesn't require a lot of preparation.
- > If you choose to show your students examples of poverty and wealth in the world you will want to take some time to do that.

### LEARNING OBJECTIVES

- > Principled Entrepreneurship LO 4a-c, 4i-j, 4m-o
- > Innovations LO 4d

### KEY TERMS

- > Self interest
  - > Mutually beneficial trade (transactions)
  - > Aligned value created
- .....
- .....
- .....

### FOUNDATIONAL VALUES

- > Responsibility
- > Win-Win Focus
- > Freedom
- > Knowledge
- > Sound Judgment
- > Be Principled

### MATERIALS

- > Large bowl
- > Approximately 40 U.S. \$1 bills or YE dollars
- > 5 Blindfolds
- > Table or desk

## ACTIVITY INTRODUCTION

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- > Discuss poverty and wealth in the world and within the United States. How fair is it that some have a lot while others have nothing? Is greed good or bad for society?
  - To drive the point home use a variety of pictures of both poverty and wealth via a PowerPoint presentation.
- > It's best to not plant the reference to greed before the activity.
- > Choose 5 students at random or as volunteers and place them around a table/desk with a large bowl in the middle.
- > Blindfold each student that is participating and allow them to find where the bowl is placed.
- > Explain slowly and succinctly that
  - 1. You will be placing five \$1 bills in the bowl (either YE Dollars or real money may be used – if using YE Dollars, make sure that the students understand that this money can later be exchanged for an incentive of your/their choice).
  - 2. Continue to explain that after a set amount of time the money in the bowl will be doubled. They do not know when this will be and they do not know when the activity will end.
  - 3. If there is money remaining at the end of the activity it will be retained by the teacher. Do not make any suggestions or recommendations – just let the activity play out as it will.
  - 4. There is to be NO talking from anyone who is observing the activity!
- > **Round 1** – Tell the students they will be blindfolded and can have NO communication with anyone. You might want to restate the items listed above.
  - Ask for questions from those participating before you start the round.
  - In this round the students will most likely take as much money as possible very quickly.
- > **Round 2** – Tell the students that in this round they will still be blindfolded BUT they will be allowed to communicate with one another.
  - In this round someone will usually take the money even after a set deal has been made.
- > **Round 3** – During this round there will be no blindfolds and open communication.
  - In this round deals will usually be made and followed until the end.

## ACTIVITY DEBRIEF

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- > Discuss what went through the minds of the participants during each of the rounds.
- > Assuming someone is called “greedy,” unpack that and ask why they chose that term. You can also just ask them if they think any of the participants were “greedy,” and then why they thought that.
- > Are there any situations where greed is good?
- > Why was money taken so quickly when there was no communication or even when deals had been made? The class will naturally lead into a discussion on trust and communication in order to get the best group return. Stress the fact that without greed/self-interest, most important behaviors would not take place in a society.