

Teacher Overview

Students will have the opportunity to participate in the three basic economic systems. By working in each of the systems, students internalize the fundamental values present in each system. They also gain insights into the basic advantages and disadvantages of each system.

When to Use This Lesson

It is best to use Bead-Ville after you have covered the types of economic systems. This activity requires that your students have prior knowledge about the types of economics systems so they can identify which one is which. This is a great activity to do after Money Bowl and having watched John Stossel's Greed.

Time



STUDENTS INTERNALIZE THE
FUNDAMENTAL VALUES PRESENT IN
THREE BASIC ECONOMIC SYSTEMS

BEFORE CLASS PREPARATION

- > Make sure you have all the supplies you need. Prepare the supplies (i.e. put the beads in the bowls, put the supplies at the desks/tables).
- > Read ALL the documents included in the activity. It is important that you know and understand what each of the student handouts says.
- > Decide which variation of the activity you intend to use.
- > Decide if you will allow students to choose their own groups or if you will be selecting their groups for them. If selecting groups, be sure to do so in advance.
- > Arrange your classroom to accommodate the group seating.

LEARNING OBJECTIVES

- > Principled Entrepreneurship LO 1b, 2a, 2e, 4a-g, 4l, 4o

FOUNDATIONAL VALUES

- > Opportunity
- > Sound Judgment
- > Be Principled
- > Freedom

MATERIALS

- > Colored beads: red, aqua, green, yellow, blue
- > String - the string that comes in a ball tends to work the best
- > Ruler
- > Scissors
- > 1 bowl for each groups' beads
- > Copies of the student handouts
- > YE dollars
- > Timer

NOTES

.....

.....

.....

ACTIVITY INTRODUCTION

- > Review the economic systems and their characteristics.
- > Inform students they will be working in a specific economic system that is assigned randomly based on the student handout they will receive. Let them know the student handout will inform them what their system values are as well as their goals for the activity, situation, and the production process they MUST follow.
 - At this point you will select one person from each group to be your compliance officer. The compliance officer is responsible for making sure their group follows the production process guidelines.
 - If you have a smaller class and do not have enough students for each group to have a compliance officer you can have classroom volunteers, administrators, etc. serve as the compliance officers for the room.
- > Feel free to “fine” the groups if they violate their production process guidelines at any time during the activity. For instance, if the “We Want Everyone To Be Equal-Ville” group doesn’t take a break, you can fine them \$2.

ACTIVITY DIRECTIONS

- > Split the students into groups and have them come up with a team name.
- > You need to make sure each group has enough members to cover the roles required by the economic systems.
- > Each group should have a ball of string, a bead bowl, beads, scissors, a ruler, and copies of one of the student handouts containing the values and goal. Students may not touch their resources until the round has begun.
- > Three 8 minute rounds will be played.
 - **Option 1:** The values and goals sheets are rotated from group to group after each round so every group can experience each system during the session.
 - **Option 2:** Do not rotate the student handouts containing the values and goals. This allows students to experience the “long-term” effects of one specific economic system.
- > Groups are to follow whatever directions are on their values and goals sheet.
- > The compliance officer is responsible for making sure their group is in compliance.
- > After each production round, the group scores are posted on the score board. The winning group is the one that has the most dollars after the third round.
- > The teacher must be very familiar with the information on each of these sheets, as it helps to speed up the scoring after each round.
- > Do not pay for any merchandise that does not meet standards set in the production process guidelines.
- > As the teacher, you can decide if you want to pay all of the groups what they earned or just the highest earning group. Be prepared to have a lot of money on hand if you plan to pay all of the groups.
- > Additionally, you can leave it up to the students in the group to decide how they want to divide the money they earned.

	Round 1	Round 2	Round 3
5	\$5	\$45 / \$50	
6	\$60	\$60 / \$120	
5	\$45	\$81 / \$126	

SCOREBOARD EXAMPLE

Scoreboard*

- > The first column indicates the size of the groups, which serves as a reference for the teacher. Some economic systems require certain roles be filled. You will want to make sure you have enough students in those groups.
- > The second column is the amount earned based on Round 1 production.
- > The third column shows the amount earned based on Round 2 production as well as the running total.

*Post on the scoreboard after each round of production

SUPPLEMENTAL ACTIVITY

Bead-Ville is a great activity to leverage culturally responsive teaching practices while facilitating. Doing so will allow for deeper discussions and afford the opportunity for students to feel like their uniqueness is appreciated and welcome in your classroom. See the "[Bead-Ville - Student-Centered Support](#)" under Lesson Resources.

Also, now that your students have a deeper understanding of the importance of our Foundational Value of Freedom, consider having them watch "The Pursuit". This documentary examines the question: "How can we lift up the world, starting with those at the margins of society?" and the role that freedom plays. See the support resource "The Pursuit Film Discussion Guide" to then debrief the viewing.

ACTIVITY DEBRIEF

When you debrief you can do it a few different ways. You can do it as an entire class and ask them to discuss the activity as a whole. The other option would be to work through it group by group. Below are some questions and topics to cover during the debrief.

Entire Class

- > Which type of economy did each of the societies represent?
- > How are the goals of each society different and how will that affect the growth of their economies?
- > How did the type of economic system affect production and profit?
- > Which type of a society is actually better for everyone and why?
- > What incentive was there for you to keep working in the communist society? How about the socialist society?

Group by Group

Have the groups debrief one at a time while all the other groups are listening and participating in the discussion based on their experience in their economic system.

- > Have someone from the group read their economic systems' values. Then ask the group what economic system they think they were working in based on those values. Ask them to explain.
- > What did they produced and why? Was there **freedom** to decide? Did they use **sound judgment**?
- > How did they decide who did what role? Was there specialization? Was there freedom to choose a job based on **knowledge** and skill?
- > Were they as productive as they could have been? Did they create the greatest value for those living in their economic system? Why or why not?
- > Did their economic system provide them with the chance to be **opportunity** obsessed?
- > Did their economic system provide the **opportunity** to create the greatest value?

NOTES

.....

.....

"WE WANT EVERYONE TO BE EQUAL VILLE"

Values	Your group is really concerned with the common good. You value sharing wealth and property, and you believe goods and services should be divided up according to how much a person produces. Goods and services are produced to be used, not to make a profit. The government owns your resources but the people have some say in decision making.
Goals	To promote equality among all. You want to make decisions that benefit society as a whole.
Situation	With your present limited resources of string, beads, ruler, and scissors you can create rings, necklaces, or bracelets. Your group gets \$10 (dollars) for each necklace, \$5 (dollars) for each bracelet and \$2 (dollars) for each ring. Your country only wants bracelets so in order to better your country as a whole you must only produce bracelets.
Production Process	<ul style="list-style-type: none">> Each person must make the entire bracelet, no specialization of tasks.> The oldest person will use the string, ruler and scissors first and then pass it clockwise around the table.> Each bracelet must be made with a 12 inch piece of string with 8 beads on it in this sequence: 3 red, 2 aqua, and 3 green.> After the beads are on the string it should be tied in a knot to finish the bracelet. The knot should be neatly trimmed off.> The maker then hands it to the quality control person who records the \$5 (dollars) if all procedures were followed correctly. The workers will then divide the money evenly based on the total number of bracelets produced.> According to the government, you must only make 1 bracelet every 2 minutes before starting the second one. This allows the workers to have time to socialize, relax, and make sure everyone is doing okay.

"WE DO WHAT WE'RE TOLD VILLE"

Values	You've accepted a government which is run by a very strict and strong central leadership group. You're highly organized and the people of your group are assigned specific tasks by the leader. Your country strives for efficient use of time and resources, which will increase economic growth and hopefully raise the standard of living. It is up to the central leaders to determine what is needed and how the resources will be used.
Goals	To produce what the central leadership finds necessary for your society. Also, there must be an efficient use of time and resources so increased production and growth will occur.
Situation	With your limited resources of string, beads, ruler and scissors you can create either rings, necklaces or bracelets. Your group gets \$10 (dollars) for a necklace, \$5 (dollars) for each bracelet and \$2 (dollars) for each ring. Your country needs 5 rings immediately, and then the central planners want necklaces to be produced by your group.
Production Process	<ul style="list-style-type: none">> The central planners emphasize specialization. The person sitting closest to the front of the room will be the string cutter. Then going clockwise around the group, the next person will be the bead sorter, then the bead stringer, knot tier and knot trimmer.> A ring must be made from a 6 inch piece of string with 4 beads in this sequence: 1 red, 1 yellow, 1 blue, and 1 green.> A necklace is made with a 20 inch piece of string and 15 beads in this sequence: 3 yellow, 3 blue, 3 green, 3 aqua and 3 red.> After the beads are on the string it should be tied in a knot and the knot should be neatly trimmed.> The finished product is then handed to the quality control person who marks down the dollar amount.> Your group will receive \$10 (dollars) per person if the required quota is filled (5 rings). After that, the dollars earned by your production will go to the central planners and will not be added to your total dollar amount.

"WE MAKE WHAT WE WANT VILLE"

Values	Your country and economic system reflects values which center on rugged individualism. It is up to each person to make him or herself prosperous. Your country produces whatever brings the highest price and produces it with the method that costs the least. Individual rewards and material incentives are used to encourage and stimulate continuous economic growth and production.
Goals	To produce whatever your group decides will be most beneficial for it. You will also want to organize yourselves so you can make the most efficient use of time and resources. Maximized profit is the key.
Situation	With your present limited resources of string, beads, ruler, and scissors, you can create rings, necklaces, or bracelets. Your group gets \$10 (dollars) for a necklace, \$5 (dollars) for a bracelet and \$2 (dollars) for a ring. Your group produces whatever it wants.
Production Process	<ul style="list-style-type: none">> It is up to you to organize your group and choose jobs in whatever fashion you want. (You should have a string cutter, bead sorter, bead stringer, and knot tier).> A ring must be made from a 6 inch piece of string with 4 beads in this sequence: 1 red, 1 yellow, 1 blue, and 1 green.> A bracelet must be made from a 12 inch piece of string with 8 beads on it in this sequence: 2 red, 2 yellow, 2 blue, and 2 green.> A necklace is made with a 20 inch piece of string and 10 beads in this sequence: 3 yellow, 3 blue, 2 green, and 2 red.> After the beads are on the string it should be tied. You may trim the knot neatly if you want. After the tying is done the finished product must be handed to the quality control person.> Your group will be paid in full for as many of the items as you can produce within the time limit.