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Utilizing Bob's Burgers to Illustrate Economic Concepts in Introductory Economics Classes

Teaching economics with real-world examples that students can relate to increases understanding, interest in economics, engagement, and retention. We provide four lesson plans in which we utilize scenes from the sitcom Bob's Burgers to illustrate fundamental economic concepts such as production, product differentiation, market structures, profit, dominant strategy, and Nash equilibrium. The selected clips relate to several topics, and therefore, help students make connections. Each lesson plan presents a summary of the related clips, learning objectives, direct instructions for instructors, and assessment questions that economics educators can easily incorporate into their curriculum.

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1. Introduction

Students in Introductory Economics classes often struggle to understand basic concepts and ideas. One reason could be the fact that Economics instructors tend to lecture more than their colleagues in other fields (Becker & Watts, 2001). "Chalk and talk" has been the most commonly used method of instruction for decades (Asarta et al., 2021). This is unfortunate given that Becker et al. (2006) suggest that adopting pedagogical approaches different from the traditional lecturing to teach these concepts could improve students' understanding and performance in the classroom.

This could ultimately enable students to apply economic principles in other classes more easily and could enhance their appreciation of the field (Becker et al. 2006; Jackson 2008). An example of such an alternative method that could facilitate the learning process and improve retention is the offering of interesting, concrete examples from television shows and movies that students can relate to (Weinstein et al., 2018; Willingham 2021). Moreover, Elzinga (2001) emphasizes the importance of selecting "good" stories. Given the abundance of existing television programs, there are many opportunities to find such "good," engaging stories and remain relevant. Specifically, in 2023, there were 516 original, scripted television programs aired in the US.[1] The increasing trend has been largely due to the growth of online streaming platforms like Apple TV and Disney+.

The American animated comedy series *Bob's Burgers* that we discuss in this paper is an example of a sitcom that could ease the learning process in an engaging way. It is about the Belcher family that owns a restaurant named *Bob's Burgers*. The main characters – Bob, his wife Linda, and their three children Tina, Gene, and Louise – run a restaurant where they sell hamburgers. As of this writing, Bob's Burgers has been renewed for both season 14 and season 15, ensuring it will remain on the air until at least 2025. Besides the fact that this sitcom has run for more than a decade, which indicates a successful story (Wooten & Lynch, 2022), there are other reasons why we have chosen this instead of alternative sitcoms. First, there aren't many animated, quality shows in which the main characters run a business. The business aspect is important because it allows us to discuss economic concepts such as profits, product differentiation, competition, and others. Second, unlike other television shows, such as *Family Guy*, the language and the content of *Bob's Burgers* is both easy to understand and appropriate for students of all ages, from high school to college. Third, we believe that this paper is timely because small businesses are struggling due to rising input prices and labor shortages.[2] *Bob's Burgers* presents the same strains of a restaurant in a humorous manner.

Given the relevance of *Bob's Burgers*, we propose four lesson plans that relate to episodes of the sitcom that educators could incorporate into principles of microeconomics classes to illustrate economic concepts such as production, market structures, product differentiation, profits, barriers to entry, and game theory. We also include questions that students could answer individually, in teams as a homework assignment, or could be used for discussion in the classroom. We have uploaded the relevant clips to Critical Commons, an open-access resource that makes copyrighted materials available to educators.[3]

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[1] https://www.statista.com/statistics/444870/scripted-primetime-tv-series-number-usa/

[2] https://www.marketplace.org/2024/04/18/some-small-businesses-are-squeezed-between-rising-costs-and-customers-with-other-options/?utm_campaign=MPD_20240418&utm_medium=email&utm_source=sfmc_&utm_content=&utm_term=264023734 and www.businessinsider.com/restaurants-america-eating-out-crisis-your-fault-labor-shortage-tipping-2024-2

[3] https://criticalcommons.org/

2. Literature review

To stimulate creative thinking and interest in economics, the literature on active learning and engaging pedagogy has been evolving since William Becker challenged the economics education community to become "sexier" to attract more majors (Becker, 2003; Wooten et al., 2021). There are different ways in which economic educators could make their classes less dismal. First, making the material relevant and memorable could create a favorable classroom environment conducive to learning (Wooten et al., 2021). For example, to be relevant to the students while introducing basic economic principles, Malek & Acchiardo (2020) provide discussion ideas and media resources related to students' own experiences looking for romantic relationships. Elzinga (2001) suggests that educators should simply offer updated or "fresh" examples that resonate with the students. He compares an economics class and the material covered to a refrigerator and the food in it: similar to the refrigerator that "need[s] to be regularly emptied of items that have gone stale and to have fresh items put in," the material and the examples educators utilize have to be updated to be "fresh" (Elzinga, 2001).

A second approach to make learning economics more engaging is to utilize media. This is one of the most common examples of effective active learning in the literature (Malek et al., 2014). Media could be used not only to enhance the presentation of the material and improve understanding but also to enhance student engagement and serve as a tool for assessment (Chu, 2014). Media can be incorporated in think-pair-share (TPS) assignments (McGoldrick, 2011), small assignments (Lang, 2016) using classroom response systems (Calhoun & Mateer, 2012; Wooten et al., 2021), or large-scale projects (Raehsler, 2013; Al-Bahrani et al., 2016; Andrews, 2019).

In economics, the trend of utilizing media and pop culture to illustrate economic concepts and enhance learning in an engaging way started in the early 2000s (Ben Abdesslem & Picault, 2021). For example, prior literature has proposed the use of music (Hall & Lawson, 2008; Holder et al., 2016; Tinari & Khandke, 2000), motion pictures (Leet & Houser, 2003), movie scenes (Sexton, 2006; Macy & Terry, 2008; Mateer & Li, 2008; Mateer et al., 2016; Burke et al., 2018; Vidal et al., 2020), television clips (Sexton, 2006), podcasts (Hall, 2012), and social media (Al-Bahrani et al., 2016). Given Gen Z's increased interest in media (Commisso, 2022), educators have particularly focused on exploring opportunities to use it as an active learning tool to engage students in the economics classroom. Examples include scenes from the television shows *The Simpsons* (Hall, 2005; Gillis & Hall, 2010; Luccasen & Thomas, 2010), *Superstore* (Wooten et al., 2022), *The Big Bang Theory* (Tierney et al., 2016; Geerling et al., 2018) and *Parks and Recreation* (Conaway & Clark, 2015). We extend this literature by proposing four lesson plans that utilize *Bob's Burgers* episodes to enhance understanding of economic ideas, improve interest, and increase engagement in principles of economics courses.

3. Bob's Burgers in the Classroom

In this section, we propose four lesson plans that explain how to use suggested *Bob's Burgers* clips that exemplify topics covered in introductory economics classes. We provide summaries of the proposed scenes, learning objectives, instructions for educators, and assessment questions and answers. Educators could either provide students with the summaries suggested below or show the clips offered to further engage the learners (Wooten, 2020). After the students have seen the clips, educators can follow the instructions in each lesson plan for in-class discussions. The assessment questions can serve either as a basis for a TPS exercise or a form of summative assessment. Educators are encouraged to modify the lesson plans as they see fit for their classes.

A. "The Kids Run the Restaurant" (Season 3, Episode 20)

Clip link: https://criticalcommons.org/view?m=F5nUZuHBR

Clip length: 3 min. 35 sec.

Economics concepts: dominant strategy, Nash equilibrium.

Summary: Bob and Linda have to close the restaurant for lunch to go to the hospital after Bob cuts his finger. The kids turn the basement into a casino. Everything is going well until Louise starts to lose money against Mr. Fischoeder in a game of Rock-Paper-Scissors. When Bob and Linda return home, a client (their landlord Mr. Fischoeder) claims that Bob's family owes him $5,000 that he has earned by winning a number of Rock-Paper-Scissors games against Louise. Louise calls a family meeting. She suggests that her father Bob plays a Double-or-Nothing version of the Rock-Paper-Scissors game with Mr. Fischoeder. She reasons that if Bob plays with his injured left hand, Mr. Fischoeder will think that Bob cannot play Scissors. Bob and Mr. Fischoeder play. The rules are as follows: if Mr. Fischoeder wins, Bob pays him $10,000 (double); if Bob wins, he owes Mr. Fischoeder nothing; and nothing changes (i.e., Bob pays Mr. Fischoeder the $5,000 Louise owes) in case of a tie. As Louise has guessed, Mr. Fischoeder assumes that Bob cannot play Scissors with the hand with the stitches. Bob plays Scissors, Mr. Fischoeder plays Paper, and Bob wins.

Objectives:

- Determine the dominant strategy (if any) of a player in a simultaneous-move game of complete information
- Analyze a simultaneous-move game of complete information to determine what the Nash equilibrium/equilibria of the game is/are (if any)

Materials needed:

- Ability to show a video
- Whiteboard and markers
- Printed handout with the assessment questions

Instructions:

- Ask students whether they have ever played Rock-Paper-Scissors. Ask them why they think one could never tell what each player would choose. Recall the concept of a dominant strategy. Does a player in a simultaneous-move game of complete information always have a dominant strategy or not?
- Show students the clip.
- Construct a payoff matrix based on the Rock-Paper-Scissors game from the clip. Discuss how one could determine whether Mr. Fischoeder and Louise have dominant strategies or not.

Assessment questions:

- Evaluate students' understanding of game theory concepts through the assessment questions below and evaluate their work.

1. Suppose that Louise and Mr. Fischoeder play a version of the Rock-Paper-Scissors game in which Scissors is Louise's best response to any strategy Mr. Fischoeder may choose. This implies that:

a. Mr. Fischoeder has a dominant strategy.

b. Louise has a dominant strategy.

c. The game has at least one Nash equilibrium.

d. The game does not have a Nash equilibrium.

Answer: B. A dominant strategy is a strategy that is always the best for a player, regardless of what the other player chooses. According to the question, Louise's best response to any strategy of Mr. Fischoeder is to play Scissors. This means that Scissors is always her best response, that is, she has a dominant strategy, which is to play Scissors. Whether Louise has a dominant strategy does not imply whether Mr. Fischoeder has one too. It also does not imply whether the game has a Nash equilibrium.

2. Mr. Fischoeder and Louise play low-stakes Rock-Paper-Scissors. In the game, Rock crushes Scissors, Scissors cut Paper, and Paper covers Rock. The following is the payoff matrix, where Louise's payoff in each cell with payoffs is listed first and the second payoff is that of Mr. Fischoeder:

			Mr. Fischoeder	
		Rock	**Paper**	**Scissors**
	Rock	**$0; $0**	**-$100; $100**	**$100; -$100**
Louise	**Paper**	**$100; -$100**	**$0; $0**	**-$100; $100**
	Scissors	**-$100; $100**	**$100; -$100**	**$0; $0**

Does Louise have a dominant strategy? What about Mr. Fischoeder? What is/are the Nash equilibrium/equilibria of the game (if any)?

Answer: There is no strategy that is always optimal for Louise, so she does not have a dominant strategy. The same is true for Mr. Fischoeder. The game also has no Nash equilibrium.

3. In the clip, Louise suggests that Mr. Fischoeder and Bob play a Double-or-Nothing version of the Rock-Paper-Scissors game. The following is the payoff matrix, assuming that Bob cannot play Scissors because the clip shows that his hand is injured:

			Mr. Fischoeder	
		Rock	**Paper**	**Scissors**
Bob	**Rock**	**-$5,000; $5,000**	**-$10,000; $10,000**	**$0; $0**
	Paper	**$0; $0**	**-$5,000; $5,000**	**-$10,000; $10,000**

In this payoff matrix, the first and the second payoff in each cell with payoffs are those of Bob and Mr. Fischoeder, respectively. Note that the reason why Bob owes Mr. Fischoeder so much is that Louise has lost many of the low-stakes games presented in Question 2.

Does Bob have a dominant strategy? What about Mr. Fischoeder? What is/are the Nash equilibrium/equilibria of the game (if any)?

Answer: If Mr. Fischoeder plays Rock or Paper, Bob's best response is to choose Paper, but if Mr. Fischoeder chooses Scissors, Bob's best response is to play Rock. Therefore, there is no strategy that is always optimal for Bob. This implies that he does not have a dominant strategy. If Bob plays Rock, Mr. Fischoeder's best response is to choose Paper. If Bob chooses Paper, Mr. Fischoeder is best off choosing Scissors. Therefore, Mr. Fischoeder does not have a dominant strategy. The game also has no Nash equilibrium.

Note to instructors: Before students begin the analysis, instructors could remind them of the rules of the Double-or-Nothing version of the game according to the video. Specifically, if there is a tie, the game reverts to the status quo where Bob owes Mr. Fischoeder $5,000, yielding a loss of $5,000 for Bob, and a gain of $5,000 for Mr. Fischoeder. If Bob loses, he owes twice as much, yielding a loss of $10,000 for Bob. If Bob wins, he owes nothing and Mr. Fischoeder gets nothing, yielding the ($0; $0) cells.

B. "Bob and Deliver" (Season 4, Episode 7)

Clip links: https://criticalcommons.org/view?m=Ykm0GuWFO and https://criticalcommons.org/view?m=3uwMMSU1U

Clip length: 2 min. 9 sec., and 1 min. 38 sec.

Economics concepts: barriers to entry, monopoly.

Summary: In this episode, Bob becomes a substitute Home Economics teacher. When he first goes to the classroom, the students only want to watch a movie, but Bob wants to teach them how to cook. In the second class, Bob asks the students if they want to eat popcorn while watching the movie. The students become fascinated with the class after Bob rips a bag of corn and teaches them how to make popcorn. Bob and the students start making and selling food at the school. This takes away customers from the cafeteria. The original school cafeteria has an exclusive right to be the only provider of food in the school. This means that it is illegal for Bob and the students to sell food at the school. Bob refuses to comply with the rules and gets fired.

Objectives:

- Recognize examples of barriers to entry
- Discuss the consequences of monopoly power

Materials needed:

- Ability to show a video
- Whiteboard and markers
- Printed handout with the assessment questions

Instructions:

- Ask students if they have ever eaten at a school cafeteria. Did they like the food? Ask them if they were allowed to sell food and beverages for profit on campus.
- Show the first clip where Bob teaches his class the joys of cooking and they create their own restaurant, which is taking students away from the cafeteria.
- Show the second clip. In this clip, the owner of the food venue informs Bob that he is violating the shop's contract and that he must cease immediately.
- Explain that the school contract is referred to as a government barrier to entry. Have students list the pros and cons of imposing this barrier to entry. Ask students to brainstorm other types of government and non-government barriers to entry.

Assessment questions:

- Evaluate students' understanding of monopoly and barriers to entry through the assessment questions below and evaluate their work.

1. The exclusive right of the school food services to be the only provider of food in the school is an example of:

    a. Opportunity cost.
    b. Copyright.
    c. Competition.
    d. Barrier to entry.

Answer: D. This right prevents entry into the food services market, so is a barrier to entry.

2. The cafeteria in the school where Bob becomes a Home Economics substitute teacher has an exclusive right to be the only provider of food in that school. What market structure describes the market in which food is provided in this school?

    a. Monopoly.
    b. Duopoly.
    c. Monopolistic competition.
    d. Perfect competition.

Answer: A. The fact that there is only one provider of food in the school implies that there is no competition. Therefore, this food provider has a monopoly. Note: This could be an opportunity to ask students how a school cafeteria behaves differently from other monopolies. Specifically, instead of restricting output, it is regulated and operates as a government monopoly.

3. How do state laws contribute to the monopoly of school cafeterias?

a. There are food safety regulations.

b. Cafeterias receive government funds.

c. They promote healthy food options.

d. They restrict competition.

Answer: D. Educators could extend this question by asking students to list other barriers to entry and provide real-world examples of each of them.

C. "Pro Tiki/Con Tiki" (Season 6, Episode 15)

Clip link: https://criticalcommons.org/view?m=XjCbJJYjE and https://criticalcommons.org/view?m=isTzhjT3S

Clip length: 2 min. 25 sec., and 3 min. 57 sec.

Economics concepts: product differentiation, accounting profit, economic profit, psychic income.

Summary: In the first clip, Bob seems to have had a stroke of good luck when a friend of his from high school wants to invest $100,000 in the restaurant. His wealthy friend, Warren, tries one of his burgers and comes up with an idea to propel Bob toward continuing success. Warren thinks that Bob has to differentiate his product from competitors such as Jimmy Pesto's pizzeria. Warren suggests a "Tiki" theme and a talking pineapple.

Summary: In the second clip, the restaurant is bringing in new customers with a high level of disposable income. Although Bob's accounting profit and economic profit will increase in the future, he is not happy with the direction of the restaurant. What Bob's Burgers has become is "not them" anymore, so he returns the money to Warren.

Objectives:

- Explain why product differentiation is essential for businesses
- Explain the importance of non-monetary benefits of decision-making and apply it to everyday scenarios

Materials needed:

- Ability to show a video
- Whiteboard and markers

- Printed handout with the assessment questions

Instructions:

- Play the first clip.
- Ask students what a restaurant could do to distinguish itself from the competition.
- Discuss the concept of product differentiation.
- Show the first clip. It discusses Warren's suggestion that Bob's Burgers has to distinguish itself from competitors by having a "Tiki" theme. Ask students why product differentiation is important for restaurants.
- Form teams and have each brainstorm examples of businesses that differentiate themselves and the way they do it.
- Recall that if product differentiation is successful, it could lead to a more inelastic demand for the restaurant's products. Ask students to explain why.
- Play the second clip. Ask students whether Bob obtains monetary and non-monetary satisfaction from running the restaurant. Discuss the concept of psychic income.
- Have teams of students brainstorm activities or jobs where they put a lot of value on the non-monetary aspects.
- Recall the difference between accounting and economic profit. Economic profits include costs that do not show up as expenses in the accounting statement. Psychic income refers to benefits to owners that do not show up as revenue in the accounting statement. Then, ask students if they think there is a large or a small difference between the accounting and the economic profit in the case of Bob's Burgers.

Assessment questions:

- Evaluate students' understanding of product differentiation, psychic income, accounting and economic profit through the assessment questions below and evaluate their work.

1. Suppose that Bob sells 100 burgers on a given day. The price of a burger is $11. It costs him $3 to make one burger. How much is Bob's daily profit?

a. $1,000.

b. $800.

c. $300.

d. $700.

Answer: B. The profit is the difference between total revenue (TR) and total cost (TC). Bob's TR is $11 per burger*100 burgers = $1,100. His TC of making these burgers is $3*100 = $300. The profit is (TR – TC) = $1,100 – $300 = $800.

2. Bob runs the restaurant and earns $80,000 in revenue. His explicit costs, such as ingredients and rent, amount to $45,000. If the psychic income derived from his passion for making burgers is valued at $30,000, what are Bob's total receipts considering both total revenue and psychic income?

a. $45,000

b. $80,000

c. $110,000

d. $75,000

Answer: C. Total Receipts = Total Revenue + Psychic Income

Total Income = $80,000 + $30,000 = $110,000.

3. Bob runs the restaurant and earns $80,000 in revenue. His explicit costs, such as ingredients and rent, amount to $45,000. Bob could have worked with his dad earning $50,000 at his dad's restaurant. What are Bob's accounting profit and economic profit?

Answer: Accounting profit = Total revenue - Explicit costs = $80,000 - $45,000= $35,000.

Economic profit = Total revenue - Total economic cost = Total revenue - (Explicit costs + Implicit costs) = $80,000 - ($45,000 + $50,000) = - $15,000 = ($15,000), i.e., a loss of $15,000.

4. Bob's friend Warren believes that Bob has to differentiate his product from that of competitors such as Jimmy Pesto's pizzeria. Why is product differentiation essential for Bob's Burgers? Companies that operate in which market structure do you think are most likely to try to differentiate their product?

Answer: Product differentiation is most important when there are many competitors and the products they supply are differentiated, i.e., similar but not identical. This is the case with the burgers sold at Bob's Burgers. Companies that operate under monopolistic competition are most likely to try to differentiate their products.

5. What would happen to the demand for Bob's burgers if he successfully differentiates his product?

a. Demand would become relatively more price elastic.

b. Demand would become relatively more price inelastic.

c. Demand would become unit elastic.

d. Price elasticity of demand would remain the same.

Answer: B. Successful price differentiation would convince the customers that there are no or fewer close substitutes for Bob's Burgers. This will cause the demand for the product to become more inelastic.

D. "Tweentrepreneurs" (Season 9, Episode 3)

Clip links: https://criticalcommons.org/view?m=Q9lcJyqFR

Clip length: 3 min. 58 sec.

Economics concepts: profit, costs, production, productivity.

Summary: Bob's children sign up for a business club called Tweentrepreneurs. The class project will be to make woodchucks, i.e., wooden pieces with googly eyes. There are workers and management in the group. However, the students who serve as "management" do not work hard. They ask the workers to start making woodchucks faster, which reduces the quality and clients start to complain. The "workers" refuse to work harder, some go on strike and others quit. Tweentrepreneurs decide to start making smaller woodchucks that take less time and materials to produce. Despite the lower price of these smaller woodchucks, customers are unwilling to buy them. Tina suggests that Tweentrepreneurs start selling just googly eyes that could go on any item, e.g., on a phone. She claims that the business could sell the product at $0.25 a pair, and make a small profit.

Objectives:

- Understand that to make some output companies need inputs
- Draw a production function
- Calculate profit and loss

Materials needed:

- Ability to show a video
- Whiteboard and markers
- Printed handout with the assessment questions

Instructions:

- Start the clip. Pause at 46 seconds and have students notice how the rate of production is slowing down. The numbers on the chalkboard are sales, but they can also represent the level of production. Ask students why they think the Tweentrepreneurs experience diminishing returns.
- Remind the students that businesses often reinvest their accounting profit to help them grow.
- Ask students if they have ever worked at a job where workers lacked motivation due to ineffective management. Ask what happened at those places.
- Ask students what inputs are necessary to make woodchucks. Review the different factors of production. Then, ask students what the production function shows. Ask them to draw a production function with the number of woodchucks on the vertical axis and

a selected input (e.g., googly eyes, wooden boards, or labor) on the horizontal axis.

- Pause at 2:56 and ask students what they predict would happen to the quality of woodchucks if the workers who make them begin to work faster.
- Finally, ask students to brainstorm ideas for creative products they would make if they were the Tweentrepreneurs.

Assessment questions:

- Evaluate students' understanding of profit, costs, production, and productivity through the assessment questions below and evaluate their work.

1. Wood, googly eyes, and workers are examples of _____ in the production of woodchucks.

a. Output.

b. Diminishing utility.

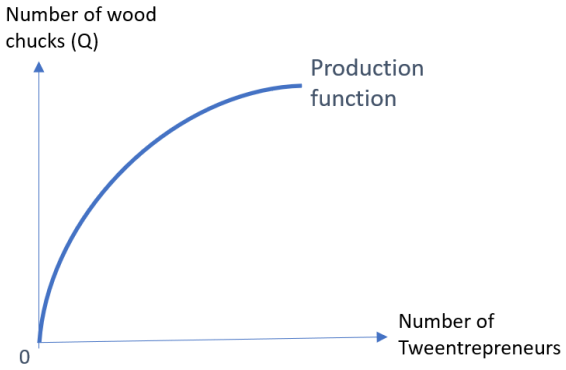
c. Inputs.

d. Opportunity cost.

Answer: C. Tweentrepreneurs need inputs to produce woodchucks.

2. The following graph shows the number of Tweentrepreneurs on the horizontal axis, and the woodchucks they produce on the vertical axis. Use the graph to plot a production function for woodchucks, given that the Tweentrepreneurs experience diminishing marginal product of labor.

Answer: The production function is upward-sloping and concave as shown below. It is upward sloping because more Tweentrepreneurs produce more woodchucks. It is concave, because the slope of the production function is given by the marginal product of labor, which is diminishing. Therefore, the production function becomes flatter as the number of Tweentrepreneurs increases.



3. When "management" requires that the workers start making woodchucks faster, the workers are unwilling to comply, some go on strike and others quit. Which of the following cost curves would the strike not affect?

a. Fixed cost.

b. Variable cost.

c. Total cost.

d. Marginal cost.

Answer: A.

4. Consider the events described in the previous question. What impact would the strike have on the production function for woodchucks that you showed in Question 2?

a. It would shift up.

b. It would shift down.

c. It would not change.

d. It cannot be determined.

Answer: B.

5. At the end of the episode, Tina suggests that Tweentrepreneurs start selling googly eyes for $0.25 a pair. Tweentrepreneurs would have to pay for reflections, but Tina claims that they could still make a positive profit. If this is true, which of the following statements must be correct?

a. Average total cost (ATC) of a pair of googly eyes is higher than $0.25.

b. ATC of a pair of googly eyes is lower than $0.25.

c. Average variable cost (AVC) of a pair of googly eyes is higher than $0.25.

d. AVC of a pair of googly eyes is lower than $0.25.

Answer: B. The profit is given by the formula (TR – TC), or Q*(P – ATC). To make a positive profit, (P – ATC) must be positive, i.e., P>ATC. The price of a pair of googly eyes that Tina suggests is $0.25, so ATC<$0.25 would lead to a positive economic profit.

4. Conclusion

Economics educators tend to lecture more than colleagues in other disciplines (Becker & Watts, 2001) although alternative pedagogical approaches improve students' understanding and academic performance (Becker et al. 2006). To encourage more active learning methods, this article proposes the use of the sitcom *Bob's Burgers* to illustrate economic concepts in introductory economics courses. The suggested sitcom is appropriate for the present-day classroom because the small business theme relates to the real world and resonates with today's students. We present four lesson plans that explain how faculty can incorporate clips suggested in the paper into their classes to ease learning through engaging class discussions. The related assessment questions included in the plans are appropriate for further practice or a form of summative assessment. Faculty can utilize some or all of the suggested lesson plans and are welcome to modify them as they see fit for their courses. In either case, the lesson plans provide an excellent opportunity to illustrate economic concepts in an engaging way that resonates with the students, facilitates learning, and enhances students' interest in the subject.

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