



AUGUST 5, 2023

# Kick-Start Your New Semester

# Agenda

1

Getting  
Started

2

Lesson Plan – Packing for a River Trip

3

Econiful  
Curriculum

4

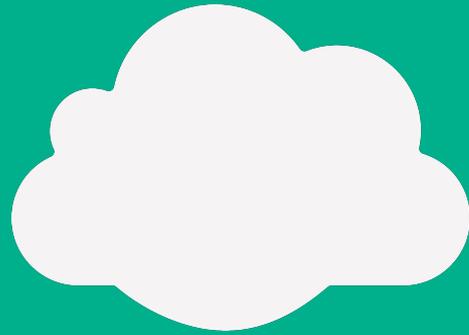
Q&A



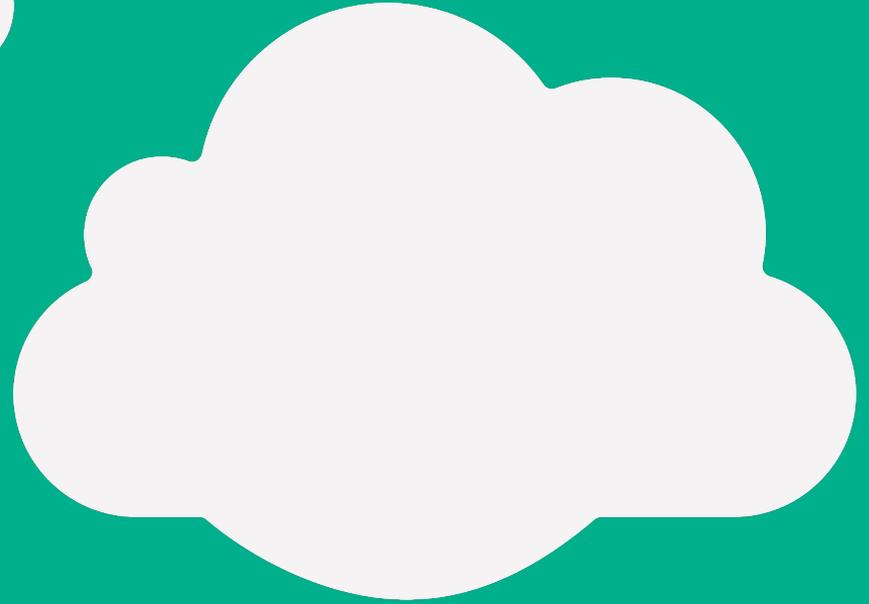


How do you introduce students to the economic way of thinking?





+



Lesson Plan



# Activator

What do you think you would need to pack for a multi-day river trip?

# Learning Objective

You will be able to:

Explain the role scarcity plays in decision making.



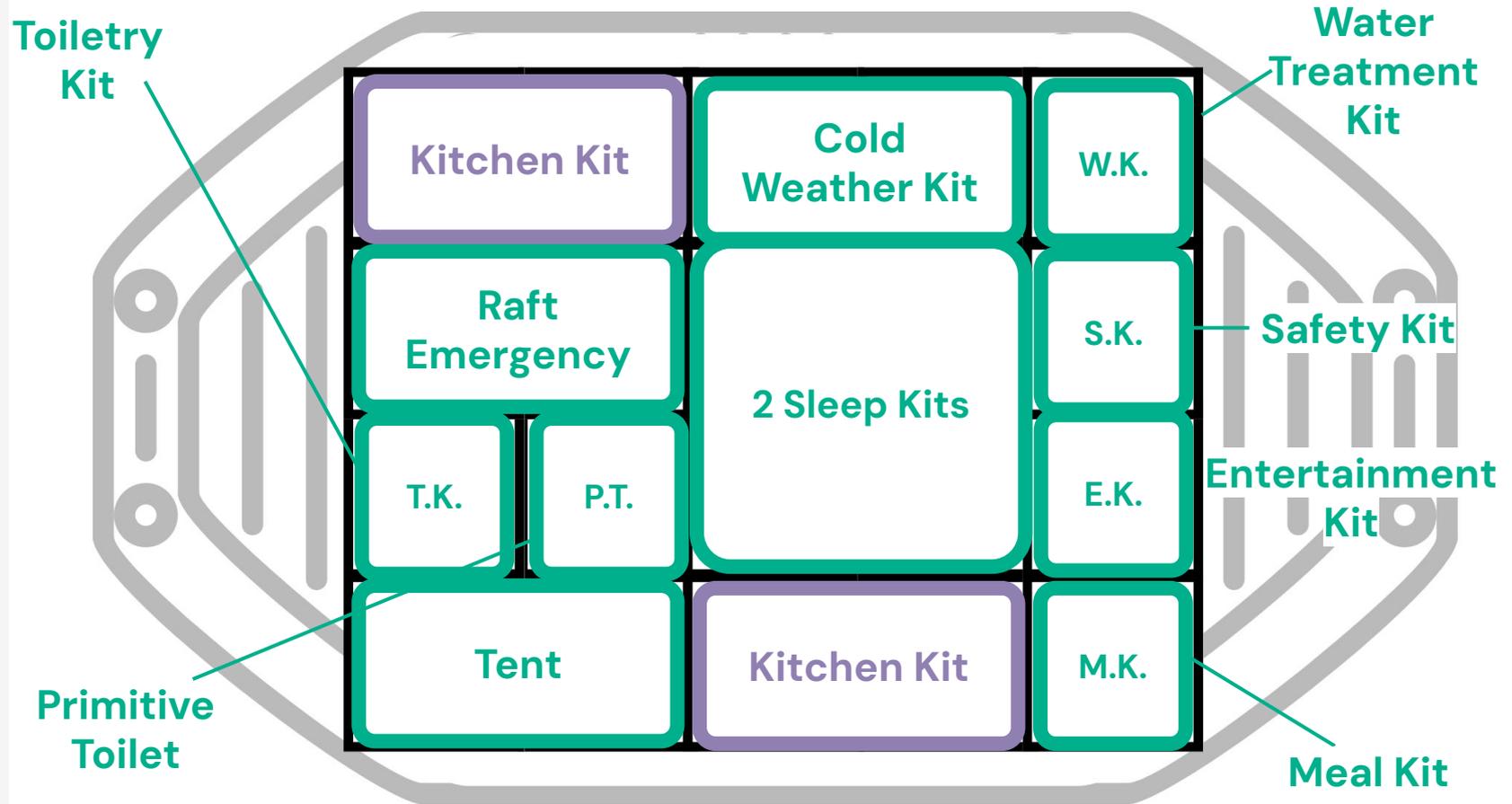


## To Begin Thinking Like an Economist...

You and a partner will pack for a river trip.

**Goal:** Stay safe and enjoy the river trip.

# Sample Packed Raft





# Get Packing

Pack **20 square feet** on your raft for a river trip.

**Goal:** Stay safe and enjoy the river trip.

**Complete Steps A–C** on *Packing for a River Trip*.

**Be prepared to discuss** your choices.

## Packing for a River Trip Debrief

1. What prevented you from packing all the gear on the list?
2. Did you pack all the NPS–required gear on your raft? Why or why not?
3. Did your packed raft include multiples of any pieces of gear? If so, which ones and why? If not, why not?
4. If you had an additional square foot of space on your raft, what would you have done differently?
5. If you had worked alone, would you have made different choices? Explain.

# Packing for a River Trip Debrief

1. What prevented you from packing all the gear on the list?  
**scarcity & economics**
2. Did you pack all the NPS–required gear on your raft? Why or why not? **cost–benefit analysis & incentives**
3. Did your packed raft include multiples of any pieces of gear? If so, which ones and why? If not, why not? **marginal analysis**
4. If you had an additional square foot of space on your raft, what would you have done differently? **opportunity cost**
5. If you had worked alone, would you have made different choices? Explain. **interdependence**

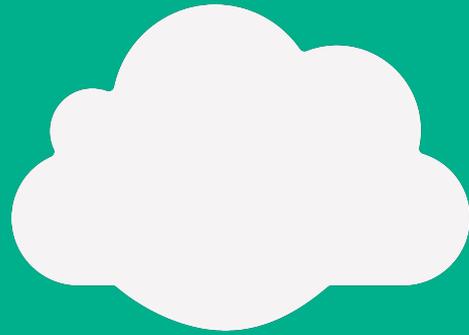


# Summarizer

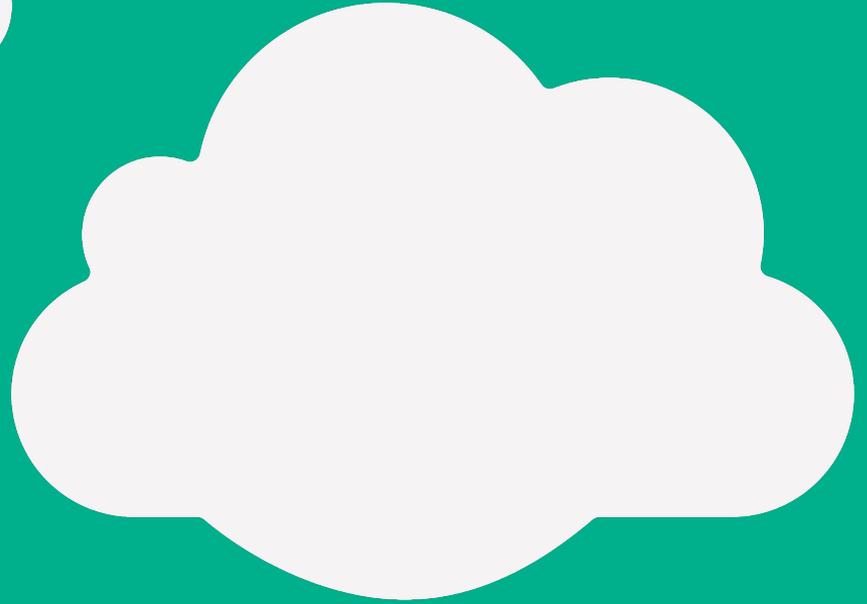
Based on what you learned today:

What **misconceptions** did you have about economics?

What **additional understanding** did you gain about economics?



+



Econiful  
Curriculum



# On-Level High School Economics

80 lessons, 45 minutes each

**32 lessons available now**

Literacy-targeted course



# SEMESTER PLAN

Economic Foundations

Microeconomics

Macroeconomics

Global Connections

Personal Finance

UNIT 1

UNIT 2

UNIT 3

UNIT 4

UNIT 5

## SCARCITY AND DECISION MAKING

- Unlimited wants and desires paired with limited resources require us to make choices.
- Decision-making is complex and changes based on many factors.

## OPTIMIZATION AND INCENTIVIZATION

- Competitive markets can lead to optimal outcomes.
- Incentives shape decisions.
- Some market outcomes can be improved through government involvement.

## MEASUREMENT AND STANDARD OF LIVING

- Economic health can be evaluated in different ways, each with its own limitations.
- Fluctuations in the economy affect people's standard of living.
- Institutions and government policy play an important role in the economy.

## INTERNATIONAL TRADE AND DEVELOPMENT

- Voluntary trade generates benefits for both parties.
- Effective institutions and policies drive economic development and improvements in the standard of living.

## INVESTING AND PLANNING

- Investing in yourself is beneficial in the long run.
- Planning is critical to achieving your personal finance goals.

Big Ideas

Essential Questions

- Why do we have to make decisions?
- How do people make decisions?

- To what extent is competition beneficial?
- When is the risk worth the reward?
- When are rules helpful?

- How can we determine the overall health of our economy?
- Why does economic health matter?
- How involved should the government be in promoting economic health?

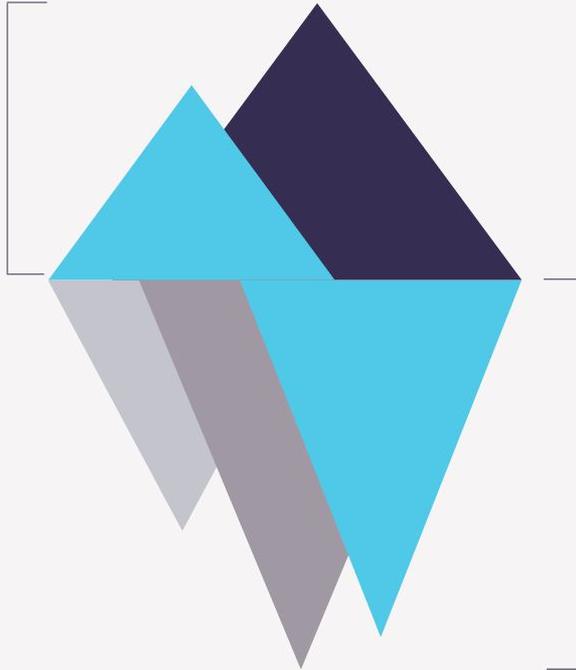
- When does it make sense to engage in trade?
- How does global trade influence the lives of people?
- Why are some countries richer than others?

- How does the "best" decision change over time?
- How do the choices you make today shape your life in the future?

# HOW DO WE STRUCTURE OUR CURRICULUM?

## Our Mission

Strengthen economic education so all students apply economic principles in their personal, professional, and civic lives.



## Guiding Principles



**TRANSFER**



**COGNITIVE SCIENCE**



**BACKWARD DESIGN**



**TRANSPARENCY**



## Big Idea

Economic thinking can be applied beneficially to all aspects of life.

## Essential Questions

What does it mean to think like an economist?

How does thinking like an economist empower people?

## Educators



You can expect materials that:

Are ready to implement



Reflect diversity of the population



Prioritize depth over breadth



Include a variety of resources



Reflect diversity in the discipline



Reflect recent scholarship



## Students



Your students will:

Interact



Connect with economics



Assess their thinking



Engage with rigorous tasks

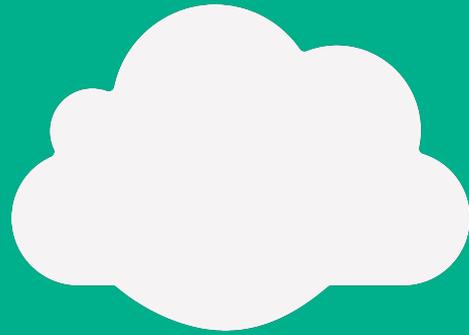


Solve problems



Fall in love with economics!





+



Q&A

# Thank You!

For further information contact

Megan Kirts

[megan@econiful.org](mailto:megan@econiful.org)

[@econiful](#)

