

# E(L)conomics: Little Additions That Make a Big Difference



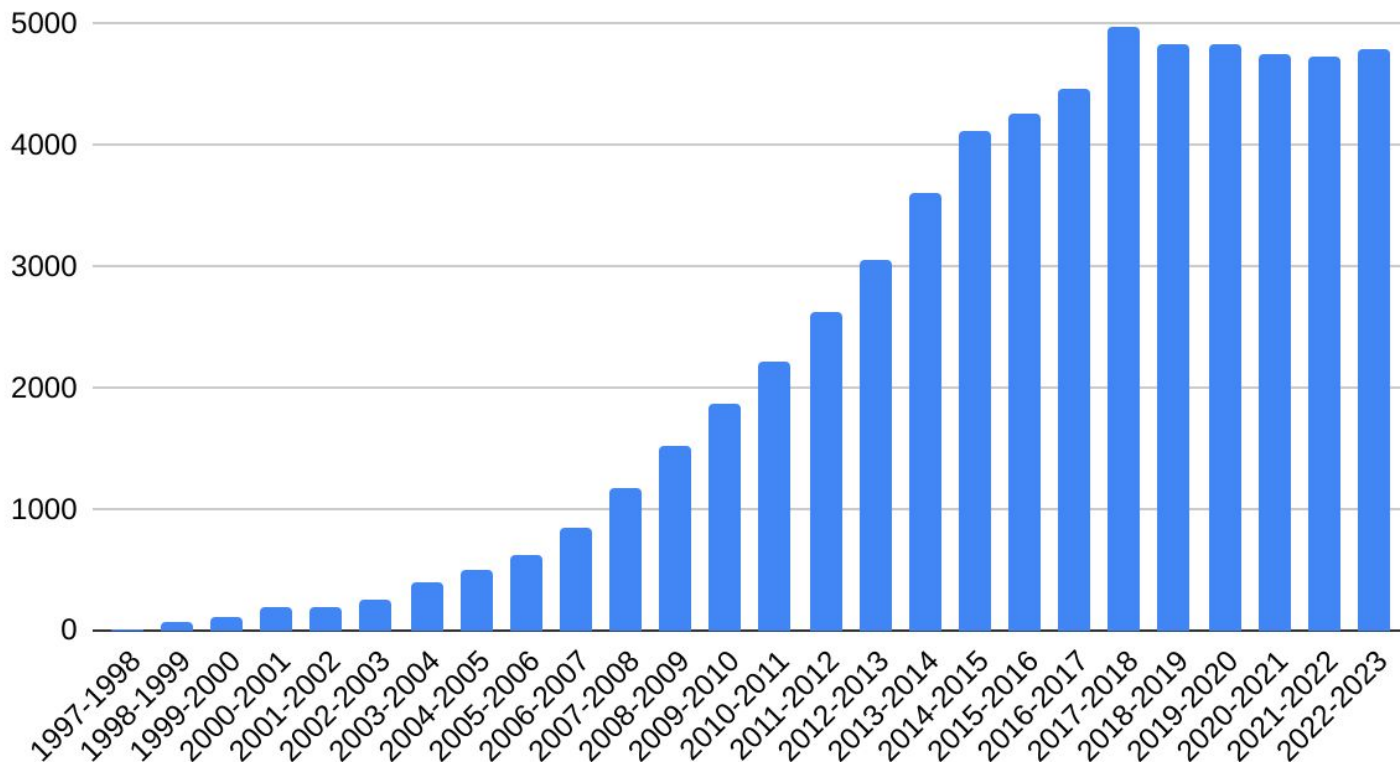
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# Agenda

1. Background / Resources on Perry Township Schools (Indianapolis, Indiana)
2. The need for EL instruction
3. Econo Game for EL
4. Graphing Activity

# How it started / How it's going

EL Program 1997-Present



4,795 EL students are enrolled in Perry Township as of June 1, 2023.

This represents 29% of the total student population.

# My “a-ha” moment

Which of the following would be more inelastic?

- a. A bean bag
- b. An apple
- c. A cable television subscription
- d. Beauty products

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% Students Correct 57.89

Correct Answer B

Answer: B - 57.89 %

Answer: A - 37.89 %

Answer: C - 2.11 %

Answer: D - 2.11 %

# My “a-ha” moment

Which of the following would be more inelastic?

- a. A bean bag
- b. An apple
- c. A cable television subscription
- d. Beauty products

Of the students who selected “A: Bean bag” I noticed a trend:

Kham	Mang	Khin
Titus	Eh	Tial
Lal	Bawi	Gideon

# Econo Game: Background

**Round 1**: Students get into two groups: (1) firms, (2) households. Firms begin with money. Households start with factors of production. Groups trade.

**Round 2**: Firms now have factors of production, where they trade one of each for an “Econo.” They then trade these “Econos” to the households for money.

**Winners**: The firm that has the most money, and the household that has the most “Econos.”

# Econo Game

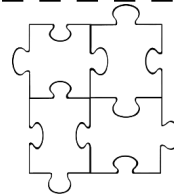
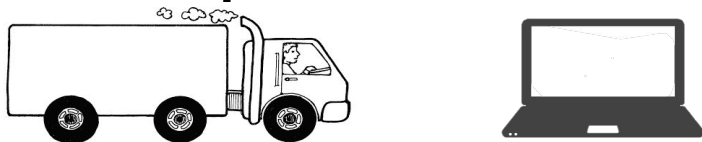
**Natural Resources**



**Human Resources**



**Capital Resources**



**One Econo**



# Econo Game

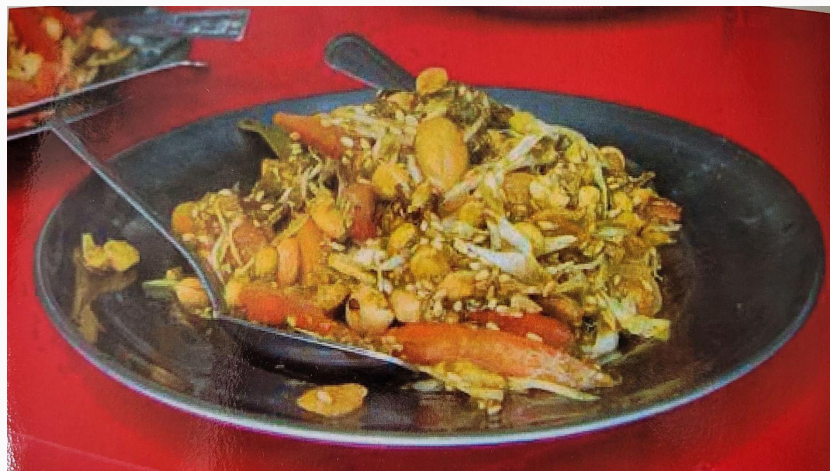
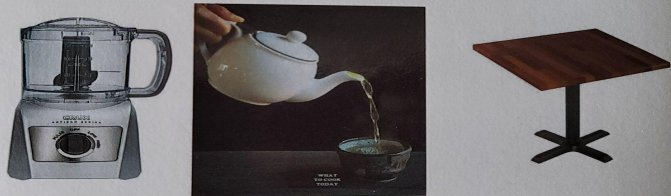
Land



Labor



Capital



# Econo Game “Wrinkles”

- For economic systems, play the game but set production quotas, or prices. What was the impact on efficiency?
- For inflation, play another round of the Econo Game but double the money to begin with. See if that impacts the trade amounts (in dollars).

# Graphing Econ Concepts

I love the idea of sidewalk chalk, but this unit usually falls in February, and it's hard to clear the snow off the sidewalks in Indy for that activity.

Note: I use this activity as a review, not to introduce the concepts at first.

# Graphing Econ Concepts: Materials Needed

- Baggie
- Pipe cleaners
- Slip of paper (for concept to graph)
- Sharpie (to write the concept on the paper)



# Graphing Econ Concepts: Indiana Standards

Demand (2.1)	Decrease in supply (2.4)	Shortage (4.2)
Quantity demanded (2.1)	Increase in quantity demanded (2.4)	Surplus (4.2)
Supply (2.1)	Decrease in quantity demanded (2.4)	Producer surplus (2.2)
Quantity supplied (2.1)	Increase in quantity supplied (2.4)	Consumer surplus (2.2)
Increase in demand (2.4)	Decrease in quantity supplied (2.4)	Deadweight loss (4.3)
Decrease in demand (2.4)	Equilibrium price (2.3)	Price floor (4.1)
Increase in supply (2.4)	Equilibrium quantity (2.3)	Price ceiling (4.1)

# Graphing Econ Concepts: Modeling

- Distribute bags (pipe cleaners, slip of paper)
- Request that students make a simple graph, like “demand.”
- Check everyone’s work and show your model.
- Repeat, as needed.



# Graphing Econ Concepts: Activity

1. Ask for clarification questions.
2. Each student creates the graph from their sheet of paper with the pipe cleaners that are provided.

# Graphing Econ Concepts: Wrinkles 1 of 2

1. Prepare made graphs with pipe cleaners. Post them in stations and have students write the number of the station and the graph that was prepared. Check for their understanding.
2. Board races! Post something for the students to graph and see just how competitive your students can be!



# Graphing Econ Concepts: Wrinkles 2 of 2

3. Complete this activity in small groups.

- Groups complete the assigned graph and explain to the class
- After making the graphs, ONE member stays with their graph, and all other students rotate to the next group. Explain the graph to the new small group. When finished, a NEW member stay to explain the graph to the next group (so the presenter was not a part of the original group). Repeat as needed.
- If time is running out, consider a few rotations and then have the presenters explain the graphs to the class.

# Questions?

1. Econo changes
2. Pipe cleaner graphing

Feel free to keep the bag with pipe cleaners.

Email [tdye@perryschools.org](mailto:tdye@perryschools.org) if you have questions.

Most importantly ... THANK YOU!!

