



SPHERE EDUCATION  
INITIATIVES

## Real World Economics



JOURNAL OF  
ECONOMICS  
TEACHING

*Building Economic  
Reasoning and Civil  
Discourse  
Through the Lens of  
Covid-19*





# SPHERE

Fostering Civil Discourse and Diverse  
Viewpoints for Every Classroom



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**Travis Towne**

Social Studies Teacher for LC Early College High School;  
Visiting Assistant Professor for BSU

**SCOTT ALFORD**

Manager, Initiatives  
salford@sphere-ed.org • 202-747-8544



sphere\_education\_initiatives



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## **Bringing *Civil Discourse* strategies to the classroom on our most pressing and difficult issues**

Support Grades 5–12 educators and administrators

*Classroom Resources:* experience, resources, exercises

*Professional Development:* In-School & Conferences

Equip our country's students to engage in civil dialogue

Supported by *facts and reason*

Emphasis on *viewpoint diversity*

Bringing *down the temperature* from polarization and tribalism

**Rekindling the Foundation of Civic Culture in America.**



## What you will gain from this session:

- ❑ Discover strategies to facilitate viewpoint diverse civil discourse in the classroom
- ❑ Differentiated lesson plans centered on pandemic economic policies and outcomes for middle and high school
- ❑ Empower your students to grapple with the concepts that intersect with government policy and decision-making

# Civil Discourse

As defined by the National Institute for Civil Discourse at the University of Arizona, *civil discourse* is...

...*"robust, honest, frank, and constructive dialogue and deliberation that seeks to advance the public interest."*

Principles  
of Civil  
Discourse  
Primer



[sphere-ed.org/publication/principles-civil-discourse-primer](https://sphere-ed.org/publication/principles-civil-discourse-primer)

# Principles of Civil Discourse Primer

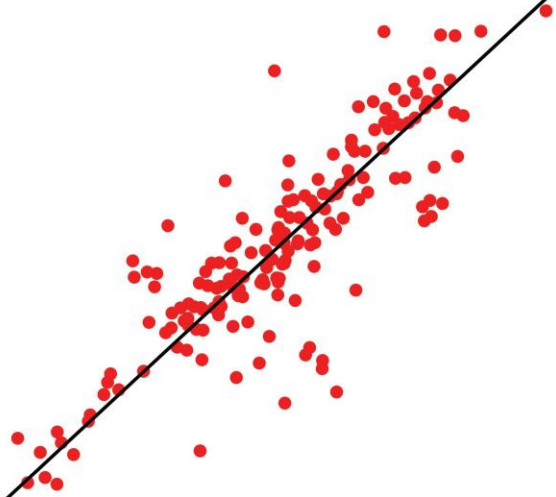




SPHERE EDUCATION  
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# Economics in One Virus

A suite of lessons centered  
on the Covid-19 Pandemic



## ECONOMICS IN ONE VIRUS

AN INTRODUCTION TO ECONOMIC  
REASONING THROUGH COVID-19

RYAN A. BOURNE

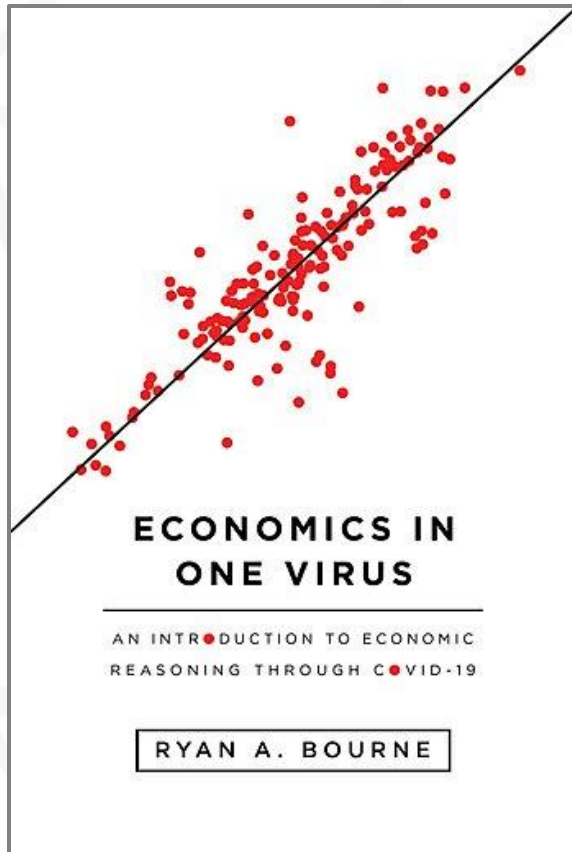


**What happened in your classrooms during Covid?**

***Especially when holding discussions on contentious issues like the pandemic and its impact on our daily lives, decision-making, and the overall economy***



# Economics in One Virus



Scan the code  
to access the  
entire suite ,  
plus the  
related webinar



# Economics in One Virus for MS/HS



ECONOMICS IN ONE VIRUS: CHAPTER 2

## Should I be free to risk infecting your grandma with a deadly virus?

BY STACI GARBER

GRADE LEVEL: 6-8 (INTRODUCTORY)  
TIME ESTIMATE: 45-60 MINUTES

### Lesson Overview

Students will describe externalities in their day-to-day lives and those associated with illness, especially COVID-19. Students will use the circular flow to demonstrate the effect of COVID-19 infections on the overall economy using hypothetical headlines. Students will generate solutions to internalizing externalities to achieve positive social goals. Students will evaluate different public policy options based on how well they internalized the economic externalities of COVID-19 infection.



ECONOMICS IN ONE VIRUS: CHAPTER 10

## Why was there no hand sanitizer in my pharmacy for months?

BY STACI GARBER

GRADE LEVEL: 6-8 (INTRODUCTORY)  
TIME ESTIMATE: 100-120 MINUTES

### Lesson Overview

Students will examine examples of price gouging in the early days of the coronavirus epidemic. Students will take ethical positions on the necessity of price-gouging legislation. Students will gain understanding of the function of the forces of supply and demand in setting prices and allocating goods and services in a market economy. Students will evaluate the effects of anti-price-gouging laws and tactics on short- and long-run supply of necessary goods and services.



ECONOMICS IN ONE VIRUS: CHAPTER 14

## Why didn't my workers want to be rehired?

BY STACI GARBER

GRADE LEVEL: 6-8 (INTRODUCTORY)  
TIME ESTIMATE: 45-60 MINUTES

### Lesson Overview

Students will investigate unemployment trends related to the COVID-19 pandemic. After reading about public policy reactions to economic slowing, students will describe how people respond predictably to incentives. Students will explain how people sometimes react to incentives in predictable but suboptimal ways. Students will then place themselves in a stakeholder role to write a short statement from a particular perspective.





# Lesson Example



REAL WORLD  
ECONOMICS

ECONOMICS IN ONE VIRUS: CHAPTER 10

## Why was there no hand sanitizer in my pharmacy for months?

GRADE LEVEL: 9-12 (ADVANCED)

TIME ESTIMATE: 100-120 MINUTES (MAY BE BROKEN UP INTO TWO CLASS PERIODS)

### Lesson Overview

Students will examine determinants of supply and demand in creating price signals during an emergency. Students will apply these determinants to products affected during the early months of the coronavirus pandemic.



## Lesson Overview

Students will examine determinants of supply and demand in creating price signals during an emergency. Students will apply these determinants to products affected during the early months of the coronavirus pandemic.

## Objectives

- Students will be able to apply determinants of supply and demand to market situations.
- Students will be able to explain how determinants of supply and demand affect market equilibrium prices. Students will evaluate the impact of price-gouging rules on markets in emergency situations.

# Lesson Example Warm-up



## Why was there no hand sanitizer in my pharmacy for months?

### Warm-Up

Students and teacher will discuss photo using guiding questions:

- What is happening in the picture?
- Why might there be a shortage of hand sanitizer?
- Is there any reason the hand sanitizer might have been particularly important in 2020?





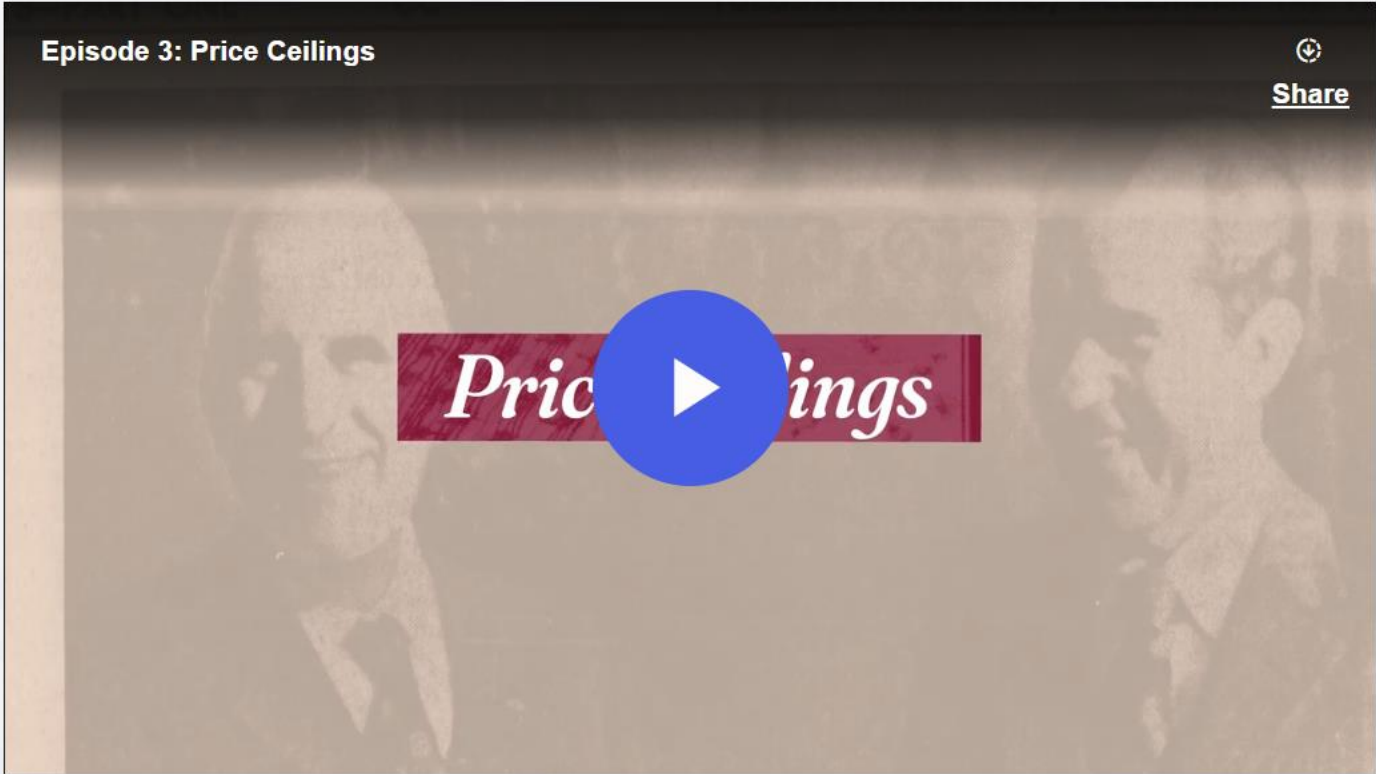
## Hand sanitizer four corners activity

- Ask students to brainstorm how they might distribute the hand sanitizer.
- Categorize student responses into four general areas that you have posted:
  - **Contest**
  - **Personal Characteristics**
  - **First Come, First Served**
  - **Auction**
- Have students stand in the corner that best reflects the method they believe is most fair. ***Require articulation and substantiation.***


## Sphere Multimedia- Episode 3: Price Ceilings

Episode 3: Price Ceilings

Share



FEATURING



**Ryan Bourne**  
R. Evan Scharf Chair for the Public  
Understanding of Economics, Cato  
Institute

<https://www.sphere-ed.org/multimedia/video/episode-3-price-ceilings>

# Sphere's Growing Suite of Resources



SPHERE Teaching Civic Culture Together

REAL WORLD ECONOMICS

Often, the meaning of cost varies when you ask different people who are part of the same single transaction.

SANFORD IKEDA



SPHERE Teaching Civic Culture Together

## Immigration: Is History Repeating Itself?

DEVELOPED BY CARYN ROSSITER

### Lesson Overview

This lesson offers your students the opportunity to dig more into the historical and contemporary status of immigration in America through examining primary source documents and engaging with multiple perspectives. By examining the question of "Is History Repeating Itself?" students will confront the repeated cycles of immigration policy in America while engaging with common myths about immigration. This lesson is designed for high school students and can fit easily into a variety of subject areas including U.S. history, government, and English language arts.



SPHERE Teaching Civic Culture Together

REAL WORLD ECONOMICS

## The Causes of the National Debt and Its Implications for Future Generations

GRADE LEVEL: 9TH-12TH GRADES  
TIME ESTIMATE: TWO 50-MINUTE CLASS PERIODS

### Lesson Overview and Introduction

The United States' gross national debt, now more than \$31 trillion dollars, is a significant concern of economists and policymakers. The national debt is the total amount of money that the federal government owes to its *creditors*, or those who have loaned money to the U.S. government. In this lesson, students will explore the difference between *debt* and *deficit*, two similar-sounding terms. (Deficit is the annual shortfall between government spending and revenue, and debt is the total of all deficits.) Students will then examine the causes and consequences of the national debt and how the debt affects the economy, including interest rates and government support for programs. Students will also examine the policy options for addressing the debt and the trade-offs and political considerations that come into play. By the end of the lesson, students will have a solid understanding of the impact of the growing U.S. debt on the economy and its implications for future generations.



<https://www.sphere-ed.org/economics>

- [Episode 1: Federal Debt](#)
- [Episode 2: Theories of Regulation](#)
- [Episode 3: Price Ceilings](#)
- [Episode 4: Market Failures](#)
- [Episode 5: Comparative Advantage](#)





# SPHERE SUMMIT

JUNE & JULY 2025  
Washington, D.C.

[www.sphere-ed.org/sphere-summit](http://www.sphere-ed.org/sphere-summit)

Summit Video







SPHERE  
SUMMIT



[Alternate Summit Video](#)

# Sphere Education Initiatives is a Proud Member



- ❖ Free high-quality resources for civics education on one easy to use website
- ❖ Resources from 43 national nonprofit, nonpartisan organizations

[civicsrenewalnetwork.org](http://civicsrenewalnetwork.org)





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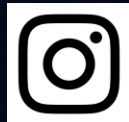
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