

Bead-Ville

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.

Prep Time:	40 minutes
Activity Time:	50 minutes
Foundational Principle(s):	<ul style="list-style-type: none"> Integrity Opportunity Sound Judgment Knowledge Freedom
SEL Tag(s):	<ul style="list-style-type: none"> Social Awareness
Empowered Currency Needed:	\$\$
Key Term(s):	<ul style="list-style-type: none"> Market Economy Traditional Economy Command Economy
Materials Needed:	<ul style="list-style-type: none"> Copies of the handouts, allowing for each group to be assigned one type of economy <ul style="list-style-type: none"> Bead-Ville - We Make What We Want Ville handout Bead-Ville - We Do What We're Told Ville handout Bead-Ville - We Want Everyone to be Equal Ville handout Empowered Dollar/Points Exchange (Paygrade, Class Dojo, etc.) - Virtual Internet Classroom platform (Google Classroom, Edmodo, etc.) Video conferencing (Zoom, Google Hangouts, etc.) Ed Tech tool: Draw.Chat

Why it works:

Bead-Ville demonstrates what life with and without agency looks like, thereby allowing students to visualize the importance of agency including the importance of national agency and individual agency. Students feel action based on their economic system to create products that align with their restrictions/freedoms. Incentives are explored by students through intrinsic means and monetary reward, by experiencing an abundance of freedom as well as a lack of freedom. Students engage with principles through being able to feel and see the pros and cons of Freedom and Opportunity. Students may discover purpose as students begin to connect to the freedom they have to pursue their purpose and create value for the economic system they live in.



Preparation:

- Before class, ensure your students can use the Edtech tool Draw. Chat and give them 3-5 minutes to play around in the application to see how it works.
- Determine which platform you will use to engage students in the activity.
 - Upload all necessary materials (like the economy handouts) to your classroom platform before class. Create folders with the names of "Beadville 1," "Beadville 2," etc. and upload one economic system handout to each folder. This will be helpful when students are assigned to their groups and need to identify which group handout they need to follow.
- Determine how you will arrange students in groups. If selecting groups, be sure to do so in advance. Make sure each group has enough people for the roles needed.
- Review the activity guide to ensure an understanding of the activity instructions and debrief.
- Determine how you engage students in the debrief following the activity.

Introduction:

Inform students that 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.

Steps:

Step 1.

Split the students into groups and have them come up with a team name.

Step 2.

Share with each group which economy they will do first. Share the link to the shared folder so they can review the handout that describes their economy, its goals, values and process. Allow time for the group to read through the details and assign roles as needed. Ask students if they have any questions before proceeding.

Step 3.

Explain to students that they will use the Draw Chat tool to draw the materials needed to create their bracelet, necklace, or ring, but only in accordance with the values and goals of their economy. Tell them to use their imagination!

Step 4.

Three 8-minute rounds will be played to allow each group to experience all three economic systems.

- 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.
- **The teacher must be very familiar with the information on each of these sheets** to provide support during the round and it helps to speed up the scoring after each round.
- After each production round, the group scores are posted on the scoreboard. The winning group is the one that has the most dollars after the third round.

EXAMPLE SCOREBOARD

The first column indicated the size of the groups, which serves as a reference for the teacher. Some economic systems require certain roles to 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.

# of Group Members	Round 1	Round 2	Round 3
5	\$5	\$45/\$50	
6	\$60	\$60/\$120	
5	\$45	\$81/\$126	

Step 5.

Once an understanding of the goal of the round is established, start the timer.

Step 6.

After 8 minutes, stop the groups from producing any more items. Determine how much each group has earned.

- Do not pay for any merchandise that does not meet standards set in the production process guidelines.

Step 7.

Award currency as appropriate.

- Pro-tip:** 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 Empowered Dollars 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 Empowered Dollars they earned.

Step 8.

Repeat the steps above the Round 2 and Round 3, rotating the economy handouts so each group experiences the three different economies.

Step 9.

Recognize the group who earned the most currency as the "winner."

Debrief:**Methodology****Agency:**

- How does it feel to work in an economy with a lot of freedom?
- How did it feel to have restrictions on what you could create when others did not have those same restrictions?
- When have you felt constraints on your freedom and how did it limit your opportunity to create value?
- Why is it important to pay attention to details and instructions?

Principles:

- How does each economic system demonstrate Sound Judgement?

- What does opportunity look like in each economic system?
- How did you demonstrate Integrity while following the process outlined for your economy?
- Were you able to leverage your Knowledge to create the greatest value? Why or why not?
- How did the economic system promote or hinder Freedom? How did experiencing different levels of Freedom impact your view of your economy?

Incentive:

- How did the type of economic system affect production and profit?
- What incentive was there for you to keep working in the command economy? How about the traditional economy?
- What impact did each economic system have on what value creation is perceived as?

Action:

- How are the goals of each society different and how will that affect the growth of their economies?
- How did this activity challenge you? How did you overcome those challenges?
- How did you and your team decide your strategy for accomplishing the goal?

Purpose:

- In which system did you feel you could create the most value?
- Which economic system allows you to use your innate ability to pursue your purpose and passion? Why?
- How did they decide who did what role? Was there specialization? Was there freedom to choose a job based on knowledge and skill?
- How did your role within this activity allow you to create value for the group?

Content

- Which type of economy did each of the societies represent?
- How do different economic systems shape world events?
- How does subjective value play a role in the happiness of countries around the world?

Supplemental Activity:

Now that your students have a deeper understanding of the importance of our Foundational Principle of Freedom, consider having them do some additional research into countries with the various types of economies (traditional, command, market). They could examine factors like wealth, education, health, etc., and create a video presentation using a tool like Flipgrid to share with their peers. Students could watch the videos of their peers and add comments or questions. Then, bring together your students to debrief what they discovered.