



"Investment Analogies"

Process Phase

Time: 20 Minutes

Objective: Students learn to describe investing in their own words.

Instructor Reference Material: When learning about abstract concepts like investing, students will grow more comfortable with the ideas when they can put them into their own words. It is hoped the analogies they create will be concrete but unexpected. For instance, a student may say, "investing is like a bug" and then go on to explain the similarities. The more bizarre (but defensible) the analogy, the greater the likelihood they'll remember it outside of class.

Instructor: Divide students into new small **groups** (different from the prior activity). Ask students to create an analogy chart, as shown in **Visual 4-0**, between investing and something they are familiar with, answering the following question: "Investing is like ____." Groups should include at least three supporting reasons for their comparison. Once the analogy is complete, each group draws a visual representation of their analogy. Groups then present their visuals to the class and explain their analogies.

Students: Divide into new **groups** of four to five students and complete the following analogy: "Investing is like ____." Each group develops at least three supporting reasons for their comparison, and then creates a visual representation of its analogy. When called upon, each group presents its analogy to the class.

