



Video 3 - Lesson Plan “Fun & Bowling”

Lesson Description

In this lesson, students will learn about *costs* and *benefits*. Starting with a scenario relevant to their lives as students, they will learn the meaning of these terms in economics. Then, they will work to identify the costs and benefits of particular choices.

Materials

- Whiteboard/chart paper and markers
- Internet access/video projection
- [“Fun & Bowling” video](#)
- Twelve plastic water bottles with lids, weighed down slightly with sand or water (four sets of three)
- Four tennis balls
- Printed and laminated copy of Visual 1: *Costs and Benefits Champion Trophy*
- Printed and cut-out copies of Visual 2: “Cost or Benefit” Cards (There are 3 cards per sheet - 1 card per student.)

Suggested Grade Levels

Grades 1 and 2

Economic Concepts

- Costs
- Benefits

Voluntary National Content Standards in Economics

Content Standard 2: Decision Making

- Students will understand that: Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.

- Students will be able to use this knowledge to: Make effective decisions as consumers, producers, savers, investors, and citizens.

Georgia Standards of Excellence - Economic Understandings

- SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.
- SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.
- SS2E4 Describe the costs and benefits of personal saving and spending choices.

Classroom Procedures

NOTE: Depending on your location and student population, bowling may or may not be familiar to students. Adapt the opening steps below to fit the needs of your class.

1. Open the lesson by asking students to share what they know about bowling. Possible questions include:
 - a. How is it played? *(By throwing a large ball toward ten pins, which are found at the end of a long wooden lane. The goal is to knock down all ten pins, or as many pins as possible.)*
 - b. Where do you go to bowl? *(Usually, a bowling alley, which will have multiple lanes so that several groups of people can bowl at once.)*
 - c. What equipment do you need to bowl? *(Balls, pins, and a way to keep score. If you are bowling in an alley, you will also need special shoes.)*
 - d. Are there other ways people can bowl? *(If you have a ball and some upright bottles, you can make your own bowling game. You do not necessarily need to go to a bowling alley. In fact, students may have bowled in PE class.)*
 - e. Then, ask the class to explain how someone bowls while you sketch the process on the board. Less-than-accurate drawing tends to be a hit with primary students, so go forth and draw fearlessly! *(A bowler puts on her bowling shoes, and finds a ball that is a manageable size. Then, she holds the ball and walks quickly toward the line on the floor of her bowling lane. If she's a good bowler, she may have a one-handed swing before releasing the ball. If she's still learning how to bowl, she might use both hands to push the ball forward down the lane. Either way, the bowler wants to make sure she doesn't send the ball into the gutters on either side of the lane. Ideally, she will knock over as many pins as possible! Then, the next bowler will take a turn.)*
2. If students are unfamiliar with bowling, consider demonstrating with a bowling ball and pins borrowed from the PE teacher, a toy bowling set, or several water bottles and a tennis ball. Alternatively, students could watch a short video demonstrating the sport, like this one: https://www.youtube.com/watch?v=XqKH_BxNUbM.

3. Once students have grasped the basics of bowling, introduce the lesson’s economics concepts: *costs* and *benefits*. For the purposes of this lesson, *costs* include *anything you give up in a situation*, while *benefits* include *anything you gain in a situation*.
 - a. Ask students, “When you hear the word *cost*, what comes to mind?” (***How much you pay for something at the store; how much money it takes to buy something; the price of something; etc.***) Recognize and reinforce correct answers and emphasize the lack of a single correct answer.
 - b. Continue this conversation by asking, “Are there ever costs that don’t involve money?” If necessary, guide the conversation to help students consider non-monetary costs. You may share examples like
 - i. Choosing to play checkers may mean you give up being able to play outside.
 - ii. Putting on a thick sweater may mean you give up being able to wear a puffy coat.
 - iii. Spending time chatting with a friend may mean you give up reading a book you enjoy.
 - c. Tell students, “As we keep talking about *costs*, we are going to think of them as *anything we give up in a situation*.”
 - d. Move toward discussing benefits by explaining that *costs* have an opposite, just like old/new, wet/dry, or light/dark. *Benefits* are the opposite of *costs*. With this in mind, ask the class, “What do you think the word *benefits* might mean?” (***Since ‘costs’ means anything we give up in a situation, ‘benefits’ means anything we might gain in a situation.***)
 - e. Write both words on the board in the form of a t-chart:

| COSTS | BENEFITS |
|-------|----------|
| | |

- f. Give the class an example of a situation that has both costs and benefits. The sample questions below address younger students having to eat lunch at 10:50 a.m., but you may wish to choose a different situation more relevant to your students. As you ask the questions (or similar ones), record students’ answers in the correct column of the t-chart.
 - i. Ask, “What are some *costs*, or *things we give up*, if we eat lunch at 10:50?” (***We are hungry in the afternoon; sometimes we have to wait for the lunchroom staff to finish cooking and preparing our meal; we just ate***)

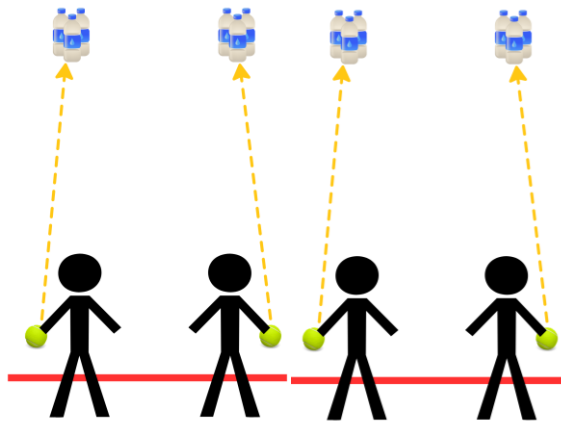
breakfast and now we have to eat lunch; we don't have time to talk with our friends in the afternoon, since lunch is so early.)

- ii. Continue by asking, "What are some *benefits, or things we gain*, when our class's lunch time is at 10:50?" Review the definition of *benefits*, if needed. *(We get to choose from all the lunch options, because nothing has run out yet; we don't have to wait as long as the older students to eat.)*
 - iii. Finally, ask students, "Do you think the costs or benefits are greater? Why?" *(Answers will vary, but might include: I think the costs are greater because I am always hungry before school is over; I think the benefits are greater because I like being the first to eat; I think the costs and benefits are equal, because I like eating early, but I wish I had more time to talk to my friends at the end of the day.)*
- g. The finished t-chart should look something like this, with students' answers included:

| COSTS | BENEFITS |
|---|--|
| <p>Being hungry all afternoon.</p> <p>Having to wait for the lunchroom staff to finish cooking.</p> <p>Eating too close to breakfast.</p> <p>Not having a chance to chat with friends later in the afternoon.</p> | <p>Having all the lunch options still available on the lunch line.</p> <p>Food has just been cooked, so it's fresher than when it's served later.</p> <p>Not having to wait as long for lunch as the other students.</p> |

- h. Segue to the next section of the lesson by telling students that they will watch a video explaining how two friends think about the costs and benefits of . . . starting a bowling team! Tell students they will get to do some bowling themselves to help them remember the new economics terms they have learned in the lesson.
4. Show students the ["Fun & Bowling" video](#) produced by \$martPath.
 5. Tell the class they will play a bowling game to show what they have learned about costs and benefits.
 - a. Set up the game by dividing the class into four teams. Each team will need a set of "bowling" materials: three water bottles with some sand or water in the bottom to weigh them down with their lids on and a tennis ball.
 - b. Depending on the space available, you might do this part of the lesson in an empty space in the building, a hallway, outdoors, or in a cleared area of the classroom. You will need to create four "lanes," one for each team. If your space is limited, you may have fewer lanes, but you'll have longer lines of students waiting to take their turn bowling.

- c. Each lane should have space for the ball to roll toward the water bottles/pins, and a starting line where students stand to bowl (see image below).



- d. Put each team in their lane and tell them they will take turns bowling. To bowl, they need to correctly answer a question related to *costs* and *benefits*. They may consult with their teammates before answering which should ensure that all students will get a turn to bowl.
- e. Each student at the front of their team's line will take turns answering the first question. Start with the team on the far-left side of the "lanes" and proceed to the right, allowing each team member at the front to respond. Note: If you are concerned that a student is "parroting" the other responses, you may follow up with the question, "Why?" (*If the correct answer is "cost," the response should include mention of "giving up" something, whereas, if the correct answer is "benefit," the response would refer to "getting" or "gaining" something.*)
- f. Once each of the first students in line has given an answer, allow each student who responded correctly to bowl. If a student gives the wrong answer, tell them they will be given another chance on the next question. Points are determined by how many pins are knocked down by a team member. Keep score on the whiteboard or chart paper so students can see. Once a student has bowled, they are to reset their pins, hand the tennis ball to the next student in line on their team, and have a seat at the end of their team's line.
- g. Ask students if they have any questions and begin!
6. Use the following questions related to the ["Fun & Bowling" video](#):
- "Is it a cost or a benefit to win a trophy?" (**Benefit**)
 - "Would throwing a strike be considered a cost or a benefit? (This means they knock down all pins with a single throw.)" (**Benefit**)
 - "When the bowlers have to pay for new bowling shoes, is that a cost or a benefit?" (**Cost**)
 - "If bowling team members can spend less time watching their favorite TV shows, is that a cost or a benefit of joining a bowling team?" (**Cost**)
 - "Would it be a cost or a benefit for someone to accidentally drop a ball on their own foot?" (**Cost**)
 - "Is the exercise that bowling team members get a cost or a benefit?" (**Benefit**)

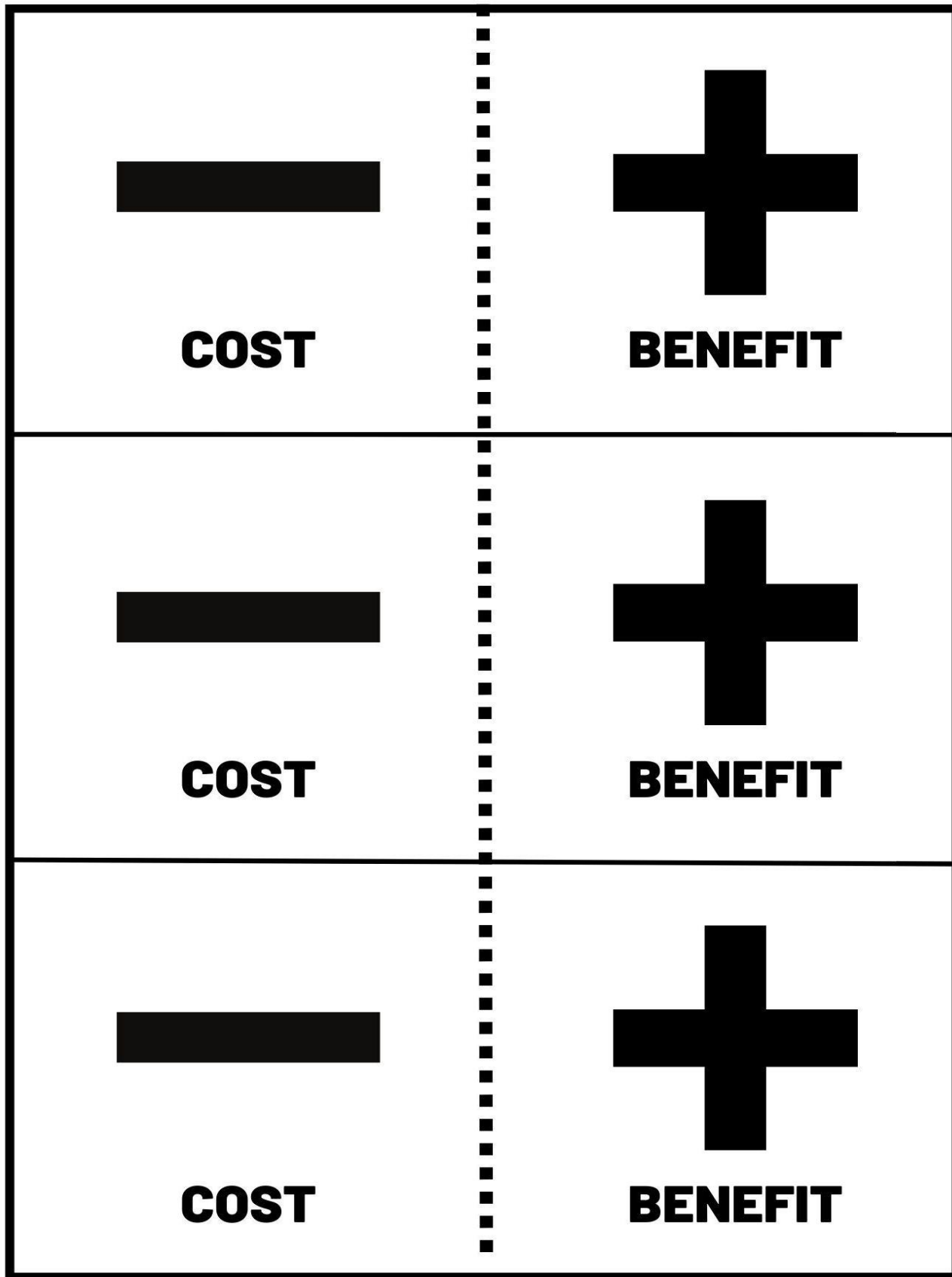
- g. "Would missing out on a trip to the zoo because you have to practice be a cost or a benefit?" **(Cost)**
 - h. "Paying for time at the bowling alley will require money. Is that a cost or a benefit?" **(Cost)**
 - i. "The bowling team members will get to spend lots of time having fun together. Would that be a cost or a benefit?" **(Benefit)**
 - j. "Wearing a cool team uniform is a cost or a benefit?" **(Benefit)**
 - k. "When the bowling team members have to pay for their uniforms, is that a cost or a benefit?" **(Cost)**
 - l. "The energy you must use to play well is a cost or a benefit?" **(Cost)**
 - m. "Is learning a fun sport a cost or a benefit?" **(Benefit)**
 - n. "Is doing more chores to earn money to pay for all the things you need a cost or a benefit?" **(Cost)**
 - o. "Bowling teams could enter the bowling alley's tournament and win a prize. Would that prize be a cost or a benefit of joining the team?" **(Benefit)**
7. Once students have answered all the questions, total up the points earned by each team. Present the winning team with their trophy! Then, have students return to their seats to complete the assessment.
8. Assessment:
- a. Hand one folded "Cost or Benefit" card to each student.
 - b. Tell them you will ask them a few questions about whether something is a *cost* or a *benefit* when making a particular decision. If what you describe is a cost, they should hold up their card showing the side with the minus sign so you can see it. If what you describe is a benefit, they should show the side with the plus sign so you can see it.
 - i. "When we go to the zoo, is a *cost* or *benefit* when we see our favorite animal there? 1-2-3, let me see your answers." **(Benefit)**
 - ii. "When we're in a library, is it a *cost* or a *benefit* when we must use our quietest voices when we speak? 1-2-3, let me see your answers." **(Cost)**
 - iii. "When we go to a store, is it a *cost* or a *benefit* when we pick out the toy we've been saving our money to buy? 1-2-3, let me see your answers." **(Benefit)**
 - iv. "When we're riding on a school bus, is it a *cost* or a *benefit* when we sit by our best friend? 1-2-3, let me see your answers." **(Benefit)**
 - v. "When we are in class, is it a *cost* or a *benefit* when we must wait our turn to speak? 1-2-3, let me see your answers." **(Cost)**



Visual 1: Costs and Benefits Championship Trophy



Visual 2: "Cost or Benefit" Cards



Fold on dotted line, cut on solid lines (3 cards on this sheet).