



www.teenopoly.ca

Teacher:	
School:	
Subject Area(s) Addressed:	Financial Literacy
Grade Level(s)/Course:	9-12
Date Submitted:	
Lesson/Unit Duration:	Flexible

Lesson/Unit Title	Teenopoly Collaborative Game Design	
Lesson/Unit Goal	Students will work to collaboratively customize the Teenopoly game to strengthen concepts and connections to the social realities of where they are living.	
Secondary Goal	Students will strengthen creative team-building skills by making group decisions around the creative and practical direction of their project.	
Teacher-Led Activities (Introductory Lesson)	<p>Class discussion: What stores, properties, and local amenities define our community for youth in the area?</p> <p>Group work: Identify 16 local establishments where young people spend money. Rank these based on average cost per purchase, starting from low (\$5) to high (\$50).</p> <p>Computer Activity: Students will access Teenopoly website and open the Teenopoly Game Board from the <i>Downloads</i> section. They will then customize the business locations on the board to match their lists.</p> <p>Group work: Identify 2 local services i.e. bus, transit, cafeteria, swimming pool, etc that young people regularly access.</p> <p>Computer Activity: Add these services to the 2 corner segments of the board</p> <p>Dice Making: Students can make origami dice to assist in gameplay. Directions and template available in the <i>Downloads</i> section. Also an instructional video is located in the <i>Teachers</i> page, under the <i>Teacher Resources</i> video section. Students can also use the web to come up with origami characters they can use as game pieces as they move around the board. See Teenopoly website – <i>Teachers</i> section under <i>Lesson Ideas</i> for useful Origami links.</p>	
Student-Centered Activities and Procedure	<ul style="list-style-type: none"> • Students will participate in teacher led discussions • Students will collaborate to create a meaningful game design that applies to their lifestyles. • Students will make personalized game pieces and dice. • Students will share feedback with classroom teacher and discuss how the gameplay is going • Students will share experiences they encountered during gameplay and the teacher will guide these conversations towards the key focus areas of the Financial Literacy unit and create logical connections between the curriculum and the gameplay. 	
Assessment(s)	Teachers will assess through observations and inquiry – circulating amongst groups as students discuss. Teacher will probe for deeper connections by asking students to articulate their thoughts to the wider audience. Overall student response and feedback will elicit a clear understanding whether connections are being made. Post-game analysis of gameplay – grouping what worked and what didn't will allow for reflection and the construction of knowledge based around student performance to improve gameplay in the future.	
Resources Needed	<i>Content resources (books, Articles, speakers, handouts, materials, etc.)</i>	<i>Software/Web Resources (CD- ROM's, URLs, etc.)</i>
	Chalk or white board, paper, pencils, scissors, paper (11"x17") or (Legal 8.5"x14"), PDF of origami printables, origami dice template	Teenopoly website, Website Videos Origami website like: http://www.origami-fun.com/origami-animals.html
	<i>Hardware (computers, TV, VHS, etc)</i>	<i>Other media</i>
	Internet Access, computer or internet enabled device	