



FUTUREFIT PROJECT

THE RISE OF VIDEOGAME ECONOMIES

HOW TO USE THIS TEACHING GUIDE

- **Prepare (2-5 minutes):** Short opening activities to start class.
- **Present (5-20 minutes):** Deliver new subject material and project information, and to model instructions or activity
- **Produce (5-30 Minutes):** Use this portion of the lesson to allow students to work independently or in small groups on activities and other project elements.
- **Participate (5-30 Minutes):** Use this portion of the lesson to allow students to share out any project, research or presentation materials.
- **Practice (5-30 minutes):** Use this optional portion of the lesson, if desired, to give students homework activities.

DAY 1

PREPARE

10 Minutes

Ask students to explain in their own words what an economy is and how it works. If desired, you can play the game "Economics Vocabulary" as a concept refresher.

- **Economics Vocabulary**

PRESENT

15 Minutes

Pass out the Economic Resources worksheet and discuss the kinds of things people buy and trade around the world and how they are distributed. Discuss supply and demand and how that might affect the kinds of economies of the different regions on the handout. Ask students to identify other, less tangible goods that people buy and trade -- stock, services, etc. Make a list on the board. Have students apply the concept of supply and demand to these less tangible goods.

- **Economic Resources**



PARTICIPATE

20 Minutes

Break students into groups and assign each group an economic model: laissez-faire, market, command, mixed and regulated. Have each group research their model and create a 5-minute presentation for the class. Students can use the Four Column Chart to organize their information.

- **Four Column Chart**



DAY 2

PRODUCE

10 Minutes

Have students break into their groups and make final preparations for their 10-minute presentations.

PARTICIPATE

25 Minutes

Students will present on their economic model.



PRESENT

10 Minutes

Ask students if they know of any video games in which players must earn things like health, equipment or food. Lead a discussion in which students talk about whether or not they would pay money (real or virtual) for goods in video games.



DAY 3

PREPARE

10 Minutes

Remind students of your discussion from the previous day. Ask them if any of the economic models they presented would apply to video games and how.

PRESENT

10 Minutes

Show students the PBS Digital Studios Video “The Rise of Video Game Economies.”

- **The Rise of Videogame Economies Video (PBS Digital Studios)**



PARTICIPATE

20 Minutes

Begin a discussion of how traditional economy models could apply to a virtual economy. Clarify that virtual economies do not include direct purchases of consumer goods and services, as you would do on Amazon or Ebay.



DAY 4

PARTICIPATE

40-45 Minutes

Divide students into two groups and tell them that they will be “testifying” before a mock Congressional committee on whether or not to regulate virtual economies. One group will testify against regulation while the other group will support regulation. Instruct them to use and expand upon the information from the video and worksheet, as well as your discussions to put together a 10-minute presentation that makes their case.



DAY 5

PRODUCE

10 Minutes

Get the groups back together and let them finalize their presentations.



PARTICIPATE

20-25 Minutes

Each group now has 10 minutes to make their case to you, the Congressional committee, as to whether or not virtual economies should be regulated by the federal government.

