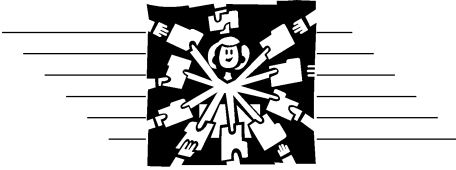


61 Cooperative Learning Activities for Business Classes

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Contents

To the Teacher ix

Teacher Guide and Reproducible Student Pages

1. International Trade Partners	1
<i>Objectives:</i> Students will learn about the many cultural factors that may affect the way business is done with a foreign country.	
2. Famous Name Game	4
<i>Objectives:</i> Students will learn about famous business leaders, politicians, entertainers, and business or political giants in history.	
3. In the News	6
<i>Objectives:</i> Students will use newspaper research skills.	
4. Creating News	8
<i>Objectives:</i> Students will work in a group to write news articles for current newspaper pictures.	
5. Picture This	10
<i>Objectives:</i> Students will work as a team to determine the concept that is represented by the drawing.	
6. Developing a Budget	12
<i>Objectives:</i> Students will work in pairs to develop a budget for two people.	
7. Planning a Picnic Budget Using a Spreadsheet	16
<i>Objectives:</i> Students will calculate the cost for a class picnic.	
8. The Price Is Right Game	18
<i>Objectives:</i> Students will gain a better understanding of current prices for commonly purchased items.	
9. Design a Billboard	21
<i>Objectives:</i> Students will learn the importance of unique advertising.	
10. Design a Business Calendar	23
<i>Objectives:</i> Students will design a promotional calendar.	
11. Stress Crushers	25
<i>Objectives:</i> Students will develop ways to decrease or eliminate stress.	
12. Rule of 72 Relays	27
<i>Objectives:</i> Students will figure how long it takes to double money that is earning compound interest.	

13. Trading Cases	30
<i>Objectives:</i> Students will design law cases with questions focusing on the new law concepts learned.	
14. Top 10 Culture Guide	32
<i>Objectives:</i> Students will develop a list of at least 10 helpful guides about a particular country's culture.	
15. What International Trade Partner Am I?	34
<i>Objectives:</i> Students will understand the importance of respecting the uniqueness of each international trade partner.	
16. Vacation Budget and Schedule Using the Computer	36
<i>Objectives:</i> Students will plan the itinerary for an actual vacation using a word processing program.	
17. The Great American Taste-Off	38
<i>Objectives:</i> Students will conduct consumer research by using taste tests.	
18. Calculate the Price Using a Foreign Exchange Rate	40
<i>Objectives:</i> Students will convert prices in a foreign currency into dollars and dollar prices into foreign currency.	
19. Family Feud	42
<i>Objectives:</i> Students will update themselves in the latest current events involving front-page headlines, business news, sports, and entertainment.	
20. Insurance Inspector	44
<i>Objectives:</i> Students will look at pictures of accidents and determine what types of insurance coverage will pay for the damages.	
21. Letters from Santa: A Keyboarding Simulation/ Community Service Project	46
<i>Objectives:</i> Students will use their creativity and human relations skills to compose letters in response to elementary school students' letters to Santa.	
22. State Tourism Project	48
<i>Objectives:</i> Students will give a presentation that focuses on reasons for tourists to visit their state.	
23. Designing a Television Commercial	50
<i>Objectives:</i> Students will use their creativity to design a television commercial.	
24. The Match Game	52
<i>Objectives:</i> Students will learn definitions of key terms in a new unit of study.	
25. Marketing Yourself Using a PowerPoint Presentation	54
<i>Objectives:</i> Students will learn how to construct a résumé or personal data sheet using PowerPoint.	

26. Grand Opening Project	56
<i>Objectives:</i> Students will create a grand opening activity for a business of their choice.	
27. Current Event Cartoons	58
<i>Objectives:</i> Students will become up-to-date with current events.	
28. S P U D: Spell, Pronounce, Understand, and Define	60
<i>Objectives:</i> Students will learn how to spell new terminology.	
29. Customer Service: Handling Complaints	62
<i>Objectives:</i> Students will compose and keyboard consumer complaint and customer service response letters.	
30. Trademark Flash Card Game	65
<i>Objectives:</i> Students will learn more about trademarks by designing trademark flash cards.	
31. Business Math Relays	67
<i>Objectives:</i> Students will calculate answers to a wide array of math problems.	
32. Mobile Society Activity	69
<i>Objectives:</i> Students will design a brochure outlining the procedure for adjusting to a new location.	
33. Pin the Country on the Map	71
<i>Objectives:</i> Students will give an oral presentation to the class about the country they have located on the map.	
34. Dress for Success Portfolio	74
<i>Objectives:</i> Students will design posters that illustrate appropriate business attire.	
35. Top 10 Ways for New Employees to Succeed and Top 10 Ways to Get Fired	76
<i>Objectives:</i> Students will develop two Top 10 Lists. One list will focus on ways for new employees to succeed, and the other list will focus on ways to fail.	
36. Coping with Stress in a Positive Way	78
<i>Objectives:</i> Students will develop a Top 10 List of Coping with Stress in a Positive Way.	
37. Caveat Emptor: Let the Buyer Beware	80
<i>Objectives:</i> Students will develop a list of precautions for wise consumers to take when making a purchase.	
38. Recruit, Recruit, Recruit	82
<i>Objectives:</i> Students will design an effective brochure recruiting prospective students for this class.	

39. Subliminal Advertising	84
<i>Objectives:</i> Students will define subliminal advertising and find advertisements that are subliminal.	
40. Locate That Current Event	86
<i>Objectives:</i> Students will learn the value of using the newspapers for a wide variety of information.	
41. Design a Mall	88
<i>Objectives:</i> Students will design a shopping mall for a city with a population of 100,000 people or more.	
42. Translating Menu Prices into Foreign Currency Rates	90
<i>Objectives:</i> Students will design a menu for a restaurant they create. Students will list realistic prices for the food items in dollars and will translate dollar prices into foreign currency rates.	
43. Football Review Game	92
<i>Objectives:</i> Students will learn how to work as a team and develop winning strategies.	
44. Back to the Future	94
<i>Objectives:</i> Students will define what they think the future will be like.	
45. Wrapping Up the Holidays	96
<i>Objectives:</i> Students will write clear, step-by-step directions for a process.	
46. Networking: Keep the Ball Rolling	98
<i>Objectives:</i> Students will understand the importance of networking with other people.	
47. At Your Service Business Project	100
<i>Objectives:</i> Students will define customer service.	
48. Attracting New Industries to Your State	102
<i>Objectives:</i> Students will design a PowerPoint presentation highlighting information on 10 slides about a state of their choice.	
49. Password	104
<i>Objectives:</i> Students will recognize new vocabulary terms or new concepts.	
50. You're Entering the Time Zone	106
<i>Objectives:</i> Students design timelines for different products such as cars, clothes, computers, stereos, apartment rent for a particular area, etc.	
51. Designing Table Tents for a Local Restaurant	108
<i>Objectives:</i> Students will design appropriate table tents for a restaurant in the community.	
52. Adding Up the Grocery List	110
<i>Objectives:</i> Students will design a weekly grocery list.	

53. Mapping the Driving Cost for a Trip 112
Objectives: Students will read maps correctly, adding up the mileage between different cities.

54. Menus for Business Meals in Three Different Countries 114
Objectives: Students will research what items would be included in a business meal for three different countries.

55. Musical Computers 116
Objectives: Students will use their creativity to design a group story, keyboarding on the computer.

56. Saying of the Day Activity 118
Objectives: Students will choose special sayings and/or quotes for 10 days during the school year.

57. Design Your Business Cards 120
Objectives: Students will design business cards appropriate for their business.

58. Changing Lifestyles, Changing Budgets 122
Objectives: Students will design budgets for different financial phases of a family.

59. Class Auction: Have You Earned Enough to Participate? 124
Objectives: Student groups will participate in a game of supply and demand, noting how consumer demand raises prices.

60. Designing a Financial Timeline for an Individual 126
Objectives: Students will design a poster that illustrates the four financial phases of a person’s life.

61. Congratulations, Senators! Time to Make Tough Financial Decisions 128
Objectives: Students will work effectively in a group to determine how to allocate tax dollars.

Assessment Instruments 130

22. State Tourism Project

Teacher Page

Skills Researching, marketing, designing, presenting

Objectives

- ☛ Students will research a state and determine which characteristics of that state will be advertised for tourism.
- ☛ Students will design a bumper sticker, coffee mug, T-shirt, or other item to use for state promotional purposes.
- ☛ Students will give a presentation that focuses on reasons for tourists to visit their state.
- ☛ Students will design a brochure to advertise their state.

Time Required Three to five class periods: The first period will be used to decide which state the group will advertise and where group members will collect information about that state; other class periods will be used to design the brochure, the promotional item, and the class presentation.

Group Size Two to four students per group

Materials Needed Brochures from travel agencies; road atlases; vacation guides; 800 numbers for state tourism; state resource materials

Background Tourism is big business for many states. Advertising for tourist dollars has become very creative and intense.

Preparation Gather atlases and tourism materials from travel agencies. Gather 800 numbers for students to call for state tourism information. Possibly have a travel agent speak to the class about tourism for different states.

Procedure

1. Each group decides on a state to advertise for tourism.
2. Each group develops a promotional item, brochure, and a presentation for class to advertise their state.
3. Students gather resource materials to use when preparing their presentations.
4. Students give presentations to the class in which they highlight information about the state they have chosen, show their promotional items, and hand out their brochures. The presentation can include videos produced by the students (pictures taken actually at the state) to actually advertise tourism.

Assessment Groups will receive three grades for this project. The presentation will be graded for creativity, completeness, and style. The brochure will be graded for content and visual quality. The promotional item will be evaluated for uniqueness, quality, advertising value, and usefulness.

Special Tips Students should be made aware that this is a major project receiving three grades. It will require careful attention and detail.

Variations Students could make poster boards advertising state tourism.



Name _____

Date _____



Reproducible

22. State Tourism Project

Tourism is big business for many states. Advertising for tourist dollars has become very creative and intense. Your group will be given the opportunity to market a state of your choice for tourism.

Procedure

1. Decide on a state to promote to tourists from other areas. Use printed materials and the Internet to research your state.
2. As a group, decide on a strategy to use in promoting your state. What unique features does your state have? What might encourage people to come to your state? Now develop three things for your promotion strategy: a brochure that tells people about your state's attractions, a promotional item to give people that reflects your overall strategy, and a presentation on your state that includes visual aids.
3. Your group will give a presentation to the class highlighting information about the state you have chosen, showing your promotional items, and handing out your brochures. The presentation can include videos produced by your group (pictures actually taken at the state) to advertise tourism.

Assessment

Groups will receive three grades for this project. The presentation will be graded for creativity, completeness, and style. The brochure will be graded for content and visual quality. The promotional item will be evaluated for uniqueness, quality, advertising value, and usefulness.



37. Caveat Emptor: Let the Buyer Beware

Teacher Page

Objectives

- ☛ Students will develop a list of precautions for wise consumers to take when making a purchase.
- ☛ Students will collect advertisements that sound too good to be true and tell consumers how to proceed researching advertisements for validity.
- ☛ Students will list laws and agencies specifically organized to protect consumers.

Time Required Two class periods to design and one class period to present

Group Size Two students per group

Materials Needed Old magazines, catalogs, and advertisements for students to cut out pictures of commonly purchased consumer goods; resource books that cover consumer rights and responsibilities; resource books that cover laws and agencies that protect consumers (e.g., *Consumer Guide*; *Consumer Reports*; brochures from the Better Business Bureau)

Background Every day consumers are bombarded with a wide array of advertisements that make many promises, and every day consumers make unwise purchase decisions. *Caveat emptor* means “Let the buyer beware.” This activity will emphasize the *caveat emptor* concept and students will formulate helpful information to consider before making a purchase.

Preparation Gather advertisements that sound too good to be true.

Procedure

1. Split the class into groups of two students. Each group finds a picture or ad of a product or service that consumers must research to make sure they are getting a fair deal. (*Examples:* automobiles, health clubs, contest winners.) Pictures or ads are cut out and attached to a poster board.
2. Students develop buyer-beware guidelines for products, services, and contests. These buyer-beware guidelines are listed on the poster with the appropriate pictures. Students will also list specific laws and agencies that protect consumers.
3. Students orally present their information to the class.

Assessment Students will receive a grade for their poster, which will be evaluated for content, neatness, and appeal. Oral presentations will be assigned a grade based on preparation, content, and style.

Special Tips Students’ presentations will be enhanced by bringing in actual products discussed or sales correspondence sent to consumers.

Variations Students develop advertisements that sound too good to be true. When these advertisements are shared with the class, students write down four or five consumer guidelines for the given situation.

Extension Activity Students collect a brochure or two from the Better Business Bureau and discuss the specific consumer information included in the brochure to help consumers make wiser purchase decisions.



Name _____

Date _____



Reproducible

37. Caveat Emptor: Let the Buyer Beware

A market economy gives consumers a lot of choices. Sometimes, the choices we make are the wrong ones. Advertising is very creative, and in some cases it is deceptive. Every day, consumers are disappointed by purchases. *Caveat emptor* means “Let the buyer beware.” Bad purchasing decisions can be avoided by taking appropriate precautions. In this activity, you will design guidelines for consumers to follow when buying goods and services or receiving information about contests.

Procedure

1. Find a picture or ad of a product or service that consumers must research to make sure they are getting a fair deal. (*Examples:* automobiles, health clubs, contest winners.) Cut out pictures or ads to glue to a poster board.
2. Develop buyer-beware guidelines for products, services, and contests. These buyer-beware guidelines will be listed on the poster with the appropriate pictures. Also, list specific laws and agencies that protect consumers.

Buyer Beware: Consumer Shopping Guidelines

3. Your group will orally present your information to the class.

Assessment

Your poster will be evaluated for content, neatness, and appeal. Oral presentations will be assigned a grade based on preparation, content, and style.